

District/LEA: 024-093 NORTH KANSAS CITY 74 Year: 2024-2025

Funding Application: Plan - School Level - 4420 MEADOWBROOK ELEMENTARY Approved Version: Initial Status:

Number

Name

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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](#)

4420 MEADOWBROOK 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.

Parents and guardians review the policy and provide agreement or feedback on changes they feel need to be made at the Title I meetings. The policy is distributed to families yearly at the meeting and via the school-wide newsletter.

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

The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

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

The agenda reflects that the purpose of the meeting is

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

To explain the requirements of Title I.A

To explain the right of parents to be involved.

Section 1116 (c)(1)

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

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

Transportation

Child care

Home visits

Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

We conduct a yearly meeting where we discuss the plan and the purpose of the plan. We ask for suggestions and input around what our parents/guardians feel needs to remain, change, or be added to the plan. We meet with interested parents to seek their input and add in their suggestions as appropriate.

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

We conduct a yearly meeting where we discuss the plan and the purpose of the plan. We ask for suggestions and input around what our parents/guardians feel needs to remain, change, or be added to the plan. We meet with interested parents to seek their input and add in their suggestions as appropriate.

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

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

We conduct a yearly meeting where we provide information about the Title I program and the purpose of the program. We explain to parents/guardians how these funds are used to supplement our services to students based on their needs.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

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

We conduct a yearly meeting where we discuss and explain our curriculum, assessments, and MAP achievement levels. During this meeting parents often ask clarifying questions to deepen their understanding of our data and the curriculum we use. Parents often reach out to the teachers or school administration for additional data and to ask or suggestions on how they can support their child's progress at home as well.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

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

The School-Parent Compact is developed in collaboration with parents, building leadership team members, and school administration. The compact details what families, school staff, and students themselves will do to support student learning. The compact states family will: maintain communication with the student and their teachers, ensure that their student attends school regularly, support and participate in school events and activities, and value the importance of education by finding time to talk with their students about what they are learning, stay informed about my their student's education by reading communications, support and encourage their student in making positive choices for behavior, and be an advocate for their student.

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

Our School-Parent compact states that as a school, our responsibilities for the education of our children include:
Fostering creativity and critical thinking
Holding children accountable for behavior and academic achievement
Keeping family members informed and partnering with families to maximize student success

- ✓ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
 - ✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - ✓ Issuing frequent reports to parents on their children's progress
 - ✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - ✓ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand*Section 1116 (d)(2)(A) (B),(C),(D)*

BUILDING CAPACITY FOR INVOLVEMENT

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

- ✓ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

We provide this assistance in an ongoing basis as needed by parents. We also provide this assistance to every parent/guardian during our fall parent/teacher conferences, our spring student led conferences, and during various curriculum nights throughout the year. Information on how to access Canvas, See Saw, or Parent PowerSchool is shared with families during our Parent Orientation Night and through school newsletters emailed to all families. We highly value an open door policy and parents/guardians routinely reach out to us to ask for our assistance as they work to maximize their academic support to their child.

- ✓ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

We provide materials and training for our parents in an ongoing basis. Teachers share information with families through either weekly newsletters or See Saw posts. We also provide this information to every parent/guardian during our fall parent/teacher conferences, , our spring student led conferences, and during various curriculum nights throughout the year. We highly value an open door policy and parents/guardians routinely reach out to us to ask for our assistance as they work to maximize their academic support to their child and to help them improve their child's achievement.

- ✓ 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.

Parental involvement is very important focus for us. Teachers are expected to communicate with parents on a regular basis and the school provides a weekly newsletter for all school families. The school hosts multiple family involvement activities throughout the school year as well. The school provides professional development support in how to use SeeSaw and S'more as communication tools to teachers. This training is provided in formal and informal ways throughout the school year. Teachers are also provided professional development in newsletter expectations to ensure families have ongoing, updated information regarding their child's education.

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.

We host parent curriculum nights for students to showcase their learning and for parents to receive tips from teachers on best practices for at-home involvement.

- 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)*

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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

5/20/2024

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:

Enrollment numbers have increased, including the largest increase in ELL students. These students with diverse backgrounds bring many opportunities for our community. The number of students participating in the Free/Reduced Lunch Program has increased. Discipline/behaviors decreased with the support of strong PBS school-wide systems and behavior interventist paraprofessional.

Weaknesses:

Attendance continues to be lower than state expectation.

Indicate needs related to strengths and weaknesses:

The support of the certified behavior specialist will continue to help students with missing skills and decrease office behaviors.

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:

District benchmarks and screening data

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

Strengths:

In ELA, 3rd-5th graders are performing slightly below the district average on district benchmark assessments. According to our diagnostic reading assessments, K-5th grade students performed at the district average. In Math, 3rd grade is performing higher than the district average on district benchmark assessments. According to diagnostic math assessments, K-5th grade students performed slightly above the district average.

Weaknesses:

Roughly 65% of K-5 students are reading on grade level, with a higher percentage of students needing reading support. District benchmark results for Math show 4th and 5th graders performed below the district average. These grades also performed below the district average on the diagnostic screening assessment.

Indicate needs related to strengths and weaknesses:

Provide additional reading support and interventions for those not reading on grade level through an additional reading specialist. Provide training for teachers to receive additional professional development with reading consultant, including subs for teachers.

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:

Teachers are tightly following the district curriculum as evidenced from building walkthroughs. I can statements, linked to specific standards, are posted and referenced within each content block. All students are 1:1 iPads, and the use of these devices purposely will continue to be a focus.

Weaknesses:

Tracking of priority standard progress in ELA and Math continues to be an area of opportunity.

Indicate needs related to strengths and weaknesses:

Guided reading consultant support and coaching with teachers on site is needed to help increase student achievement. Additional Reading Specialist is needed to support students requiring academic interventions.

High Quality Professional Staff

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

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

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

Strengths:

All staff are appropriately certified. Teachers receive professional development on refining their PLC practices during weekly collaboration times. Integration of special educators into grade-level PLCs so that they can collaborate and better align instruction and expectations.

Weaknesses:

Development of teachers new to teaching and new to NKC continues to be a challenge. There are many instructional expectations to align one's practice with, and making sure they are juggling all of these pieces can sometimes be difficult.

Indicate needs related to strengths and weaknesses:

Development of teachers new to teaching and new to NKC continues to be a challenge. There are many instructional expectations to align one's practice with, and making sure they are juggling all of these pieces can sometimes be difficult.

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:

Families have tight bonds with the school as it is a neighborhood school. Parents appreciate the family services and resources offered through family involvement nights and through community partners.

Weaknesses:

Participation rates of parent surveys is low. Continuing to educate parents on the importance of school attendance, the rigorous academic standards and behavioral expectations has been a struggle.

Indicate needs related to strengths and weaknesses:

Additional social worker to provide resources and services for students, additional ELL staff and professional development for teachers to use 'talking points' application to better communicate with ELL families.

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:

Average class size is 21 students and appropriately aligned with state expectations. The support of a behavior interventionist and strong PBS systems has helped to improve school climate and reduce discipline referrals. Building wide sense of belonging among 3rd - 5th graders increased.

Weaknesses:

Even with decreased discipline referral numbers, the unique needs to students are still greater than our school community is equipped to handle at times.

Indicate needs related to strengths and weaknesses:

Having a certified behavior specialist is desired to continue to address the proactive and reactive behavior needs. Resources and interventions for this position are also needed to assist in teaching students missing social/emotional skills.

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 | There is a need to provide an additional reading teacher at Meadowbrook. This teacher would provide focused Tier 2-3 reading interventions for students are below grade level in their reading fluency and comprehension. This teacher would progress monitor student progress throughout the year. |
| 2 | There is a need to for a schoolwide-certified behavior specialist. This position would be responsible for assisting with challenging behaviors and decreasing the amount of office referrals and missed classroom instruction during the day. This position will provide small-group SEL instruction and partner with parents on specific plans for success. |

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

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 checked="" type="checkbox"/> Other <input type="text" value="Social Emotional Learning"/>	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"/>

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" value="Social Emotional Learning"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Integration of professional development for Tier I reading instruction through on-site consultant will support all students and subgroups.
Additional reading specialist position to support pull out academic reading services for students qualifying through the MTSS process.
Additional behavior specialist position to support the social/emotional needs of students qualifying for behavior services through the MTSS process
Summer school opportunities for all students.

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

Description of how strategy/strategies will strengthen

Meadowbrook will continue to use professional learning teams, school-wide PBS, and the MTSS process to identify students needing additional resources to be successful. We continue to provide ELL services and academic interventions to all who qualify. All standards will continue to be taught to all students.

- 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

For those that qualify, the district supports a gifted program and accelerated math course for 5th grade students.

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

Teacher teams review and analyze data and group students for reteaching of priority standards as needed.

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

9.2.24-All building plans were updated according to revision requests.

DESE Comments

Email: amy.dutcher@dese.mo.gov

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