

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](#)

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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.

Lemasters Elementary utilizes the following for parental agreement: Advanced Questionnaire- Provided yearly to parents, students, and staff for feedback
PTO- Meets monthly on the 1st Tuesday.
Parent compact- Received and signed by parents during Open House

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

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

POLICY INVOLVEMENT

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

The agenda reflects that the purpose of the meeting is

- To inform parents of their school's participation in the Title I.A program
 To explain the requirements of Title I.A
 To explain the right of parents to be involved.

Section 1116 (c)(1)

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

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

- Transportation
 Child care
 Home visits
 Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

Parents are encouraged to attend the regularly scheduled PTO meetings where the agenda is set ahead of time. Parents are notified of the meeting agenda through the monthly newsletter and flyers.

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

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

Parents are given a voice of input through monthly PTO meetings. Here, parents' voices are heard and acknowledged. The principal is in attendance during PTO meetings to answer questions and collaborate with all parents.

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.

Monthly newsletters are sent home with the scholars. Parent communication is sent home through flyers. The RemindApp is used to send text messages to parents and families regarding Title 1.A programming.

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.

Lemasters Elementary hosts an Open House/Meet the Teacher Night where parents have the opportunity to learn about the curriculum and instructional practices taking place in their scholars' classrooms. Parent Teacher Conferences are held twice a year and teachers are available for conferences daily during plan times. Lemasters' hosts Curriculum Nights for Science, ELA, and Math.

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

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

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

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

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

The school-parent compact will

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

Parents may support their scholars through assisting with homework, reading to their scholars grades K-2 and allowing 3rd - 5th graders to read to them, and attending regularly scheduled meetings and events. Attendance plays a huge role in the academic success of all scholars so ensuring students are present each day and on time is vital.

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

Lemasters Elementary will provide effective professional development that is rooted in research based strategies. The building principal and instructional coach will conduct weekly classroom observations.

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.

Lemasters Elementary hosts Curriculum Nights for each of the core subject areas. Parent-Teacher Conferences are held twice a year, and parents may schedule conferences during teachers' plan times for additional assistance. The Title 1 Open House Meeting is held every September and the Title 1 process, school data, and building curriculum is shared.

- 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.

Teachers utilize classroom DOJO which allows parents and teachers to text through the application. Parents may text the teachers with any questions regarding strategies and methods to support their scholars. A portion of every PTO meeting is reserved for training and parent development.

- 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.

During back to school professional development, teachers will undergo PD that trains the staff on how to effectively communicate with all parents.

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.

Lemasters Elementary partners with various agencies such as the Little Bit Foundation, Youth In Need, and the Dellwood Recreational Center. Additionally, the local APA offers "No More Bullying" classes for all 5th grade scholars.

- 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](#)

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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

2/18/2020

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

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

Strengths:

All of the classrooms at Lemasters Elementary are at or below the recommended state classroom size limits. Classrooms with increased enrollment are supported by instructional aides. Building Enrollment is down from the previous year.

Weaknesses:

Physical altercations continue to be the leading cause for suspensions. Due to the high mobility and student behaviors leading to suspension, the building's YTD attendance declined.

Indicate needs related to strengths and weaknesses:

Additional resources need to be identified for monitoring daily attendance. Outside agencies could provide additional support for our scholars who need to learn better ways of handling conflict. Teachers could benefit from additional de-escalation PD.

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:

Across all grade levels, the majority of scholars showed improvement from Pre tests to Post tests. The scholars have developed the stamina to keep their momentum despite the test complexity and length. ELA continues to be the leading subject for substantial student growth, despite disparities in reading abilities

Weaknesses:

While each individual grade level had some substantial growth, little continuity is seen across grade level teams. There is a disconnect between the teachers of classrooms with scholars who have mastered the material and the teachers in classrooms with scholars who still struggle to display mastery. Math continues to be a struggle for the majority of the scholars across all testing grades.

Indicate needs related to strengths and weaknesses:

Additional PD on the proper protocol for PLC needs to be revisited. Data teams may need to be restructured in such a way that strategies are shared and explained prior to teaching. Guided math PD is necessary to ensure all of the components of math workshop model are implemented.

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:

Curriculum: The implantation of the online curriculum allowed more continuity between each classroom across the building and district. The pacing guide allowed teachers to spend an adequate amount of time on each standard or skill. Instruction: Due to the implementation of the workshop model, lower performing scholars did see substantial growth and improvement.

Weaknesses:

Curriculum: There was a great deal of PD necessary for the staff since the curriculum was new for the district. Many teachers were not familiar with how to access all of the features of the curriculum. The assessments were not always aligned to the specific unit or lesson. Instruction: Although lower performing scholars improved substantially, their improvement was still in the below basic and basic range.

Indicate needs related to strengths and weaknesses:

The curriculum assessments need to be tweaked in order to ensure alignment.

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:

Many of the teachers in the building hold multiple certifications. Several teachers are furthering their education and are enrolled in masters programs. Certified teachers were hired for the 3 of the 5 long term sub positions

Weaknesses:

While the majority of the staff was highly qualified by the end of the school year, there were 2 classes that were taught by long-terms subs. Due to issues of sub coverage and a few teachers going out ill, a couple of classes had to be collapsed and those scholars were divided among the other available sections.

Indicate needs related to strengths and weaknesses:

A issue with securing highly qualified staff has been the lack of candidates applying within the Talent Ed hiring system. Additional avenues for attracting candidates such as Indeed and Ed Weekly have been used.

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 participation is high for events such as awards ceremonies and promotions. Parents who cannot attend conferences call or schedule make-up visits. Many of the community aldermen and alderwomen stop by the building to check in and often interact with the parents during pickup and drop off. Parents attend regularly scheduled PTO meetings once a month. The parents stepped up significantly to volunteer for our Cinco De Mayo Celebration and our Field Day.

Weaknesses:

While parent participation continues to increase during awards and promotion ceremonies, it continues to decline during curriculum nights. While parents are interested in attending PTO, very few are interested in leadership roles (president, vice president, secretary).

Indicate needs related to strengths and weaknesses:

Parents need more of an incentive to take on leadership roles within the PTO. Parents need to see the benefit of attending the academic events. Special recognition awards could be given out during curriculum nights to draw in more parents and 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:

Parents, students, and staff all hear and see the school's mission and vision daily through hallway posters, morning announcements, assemblies, and newsletters. The staff at Lemasters worked to beautify the school through updating bulletin board regularly with bright and exciting colors and themes.

Weaknesses:

While parents, students, and staff hear and see the mission and vision statements on a regular basis, few are able to recite. Students have begun to pull and chip the paint on the walls. Students are very physical with one another.

Indicate needs related to strengths and weaknesses:

Adding a PBIS specialist could assist with building school culture. The mission and vision could be revisited with the parents during PTO meetings and with the staff during Late Start PD.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
 (Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	1. Behavioral Interventions that support scholars both diagnosed and undiagnosed with trauma related illnesses
2	2. Attendance incentives that promote and encourage healthy attendance habits and persuade parents to get their scholars to school every day on time.
3	3. Workshop Model in English Language Arts and Mathematics that allow scholars to work on their individual grade levels and progress as often as necessary.

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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Antonia Knox	
2	Teacher	Lynette White	
3	Principal	Travis Brown, Jr.	
Plan Development Meeting Dates			
1	Meeting Date		
		06/09/2020	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	State and Local Funds	Kim Loomis	Director of Federal Programs

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 checked="" 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

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

Description of how strategy/strategies will strengthen

- 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

Scholars receive individualized instruction based on their weekly performance in both guided EIA and guided Math. Scholars are allowed to work at their own pace which allows the teachers to differentiate.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

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

Description of how strategy/strategies will address

Teachers will use the workshop model to provide instruction for scholars at various ability levels. Scholars reading below grade level benefit from Supplemental Reading from the instructional aides training in LLI. Scholars are referred to I-Team for additional supports in attendance, behavior, and academics.

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

Therapy dog(s) for socio-emotional growth and development
Trauma training for all building staff

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

District-wide PD to improve instructional practices such as weekly late start Wednesday meetings, data teams, and staff meetings monthly.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Hiring Fairs at local colleges
District Job Fairs
Marketing

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

Describe activities

District-wide KDG roundup for all schools in a central location.

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

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DESE Comments

[Empty rectangular box for DESE Comments]

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Improving Lives through Education