

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](#)

4020 NEW HAVEN ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
 Targeted

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

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

-The Parent and Family Engagement Plan is presented at the fall and spring activity parent night. Evaluations are taken at this time as well as suggestions.
-Parents are included in the Title Team meeting to create a plan.

- 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.

-Suggestions and ideas are generated from fall/spring surveys are conducted yearly.
-Parents are invited to participate on the Title I Planning Team.
-Plan is reviewed in the spring.

- 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.

-Suggestions and ideas are generated from fall/spring surveys are conducted yearly.
-Parents are invited to participate on the Title I Planning Team.
-Plan is reviewed in the spring.

The school provides parents of participating children:

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

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

-Title information is presented in the fall/spring activity meeting.
-The Elementary Handbook includes information regarding the Title IA Program.
-Parents have access to information about the Title IA Program through the district website.

- 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.

-MAP scores are presented by administration to staff
-Individual students scores are shared with parents each year.

- 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)*

-Be sure my child attends school regularly and is on time.
-Make sure homework is complete.
-Monitor the amount of television my child watches.
-Promote positive use of my child's extracurricular time.
-Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district.
-Reinforce the skills my child is learning in reading and language arts.
-Attend parent-teacher conferences and continue to communicate with my child's teachers.

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

-Provide quality curriculum and instruction in a supportive and effective learning environment.
-Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Conferences will be held after the first quarter.
-Provide parents with frequent report cards about their child's progress.
-Provide parents with reasonable access to staff.
-Hold student's responsible for assignments.
-Provide reading materials and strategies so parents can help their children learn to read.

- 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.

Parents are kept informed of the Missouri Learning Standards, Missouri Assessment Program, school mandated assessments, and how to monitor a child's progress through informational meetings, individual conferences and newsletters. Teachers maintain an open line of communication with families and encourage involvement and an understanding of all educational matters. Calls must be made to parents when grades are deficient. The Title I.A staff and other district staff members send letters, informational packets, and inform parents of opportunities to attend meetings being held to help increase student achievement and provide at-home support strategies. Progress reports are sent home every mid-quarter to families to keep parents updated on their child's progress. The student information system alerts parents of missing assignments and grades as the information is entered into the grade book so parents can have up-to-date information on their child's progress at all times.

- 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.

Parents are provided with materials and training to implement strategies at family engagement events, parent-teacher conferences, and back to school open house. Parents are encouraged to reach out to the district with information needed to help support their children. Training is provided to parents in areas of need identified through surveys, parent feedback, observations, and data analysis. Information is sent home often to keep parents informed and involved in the educational process and parents are kept updated on the progress of their child. Parents have access to GOMath and email updates online resources and Services provided and training opportunities available are published on the school website, school newsletters, student information center, district/school social media sites and through texts and/or calls, as appropriate.

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.

Administration and Professional Development Committee provides training for employees annually on effective ways to partner and communicate with parents. Additional professional development opportunities are provided on an as needed basis.

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

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

Describe plans to coordinate and integrate.

Staff works directly with families to keep them involved in their child's educational process. The district's school counselor collaborates closely with staff members to make sure the basic needs of all students are met appropriately. Community members are encouraged to come in to support academic programs by sharing their expertise when appropriate. The local bank offers a course "Teaching Child to Save" program. Junior Achievement is also done in library class each year. A local dentist comes to talk about teeth health. The dermatologist from an area hospital visits to educate kids about the importance of sun care in the spring. Finally, the public library and local health/counseling services also partner with the school

- 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)*

4020 NEW HAVEN ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

4/29/2019

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 attendance has remained fairly strong at the elementary level with a yearly attendance around 96.2%. Discipline remains fairly low at New Haven Elementary with necessary actions taken with how it pertains to the offense.

Weaknesses:

The free or reduced lunch rate at New Haven School District is 44%.

Indicate needs related to strengths and weaknesses:

-Continue collaboration with community for backpack program to support free lunch population.
-Continue the social/emotional support of student population through Leader in Me.

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:

-Analysis of MAP data is done by administration and then reported to all staff. Interventions and changes of practice are done as necessary.
-Balanced Literacy is implemented in grades K-6.
-Analyze data at Fall Parent Night.

Weaknesses:

-We are below state average in ELA in grades 4 and 5.
-Our grades 3-6 P/A% for free or reduced lunch is 33.3%.
-Our grades 3-6 P/A% for IEP disability is 10.7%.

Indicate needs related to strengths and weaknesses:

-Continued training with the MRI trainers in the area of balanced literacy.
-Continued ELA intervention done by a reading recovery teacher in grades K-2 and classroom pullout in grades 3-6.
-We hired an additional special education teacher for ELA needs.

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:

-Trained K-6 staff in balanced literacy through the Missouri Reading Initiative.
-Trained K-6 in Dyslexia screen and intervention.

Weaknesses:

-Limited availability of literacy coaches for modeling and professional development.

Indicate needs related to strengths and weaknesses:

-Increase availability of literacy coaches to support effective instructional methods.
-Training for this year through MRI.
-Sustain literacy coach model

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:

-The district strives to employ only appropriately certificated, high-quality staff. --The Network for Effective Educators (NEE) system is used to evaluate teachers to ensure the highest quality instructors are provided for each student.

Weaknesses:

-A school district this size often causes teachers to take on many different roles. Currently, librarian and an interventionist serve as part-time coaches.

Indicate needs related to strengths and weaknesses:

-Full-time literacy coaches and classroom teachers work together to give best instruction possible.
-More time for staff development/collaboration

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:

-Student progress is sent home on a regular basis.
-The school counselor helps to make sure teachers, students, and families have the things needed for a successful learning experience.
-A variety of school events such as Leadership Day, Veteran's Day, Fancy Lunch, etc.

Weaknesses:

-Low family and community engagement in school based organizations such as PTO.

Indicate needs related to strengths and weaknesses:

-Make family/community activities not only fun but educational.
-Increase opportunities for family involvement

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:

- Mission/vision statements were created and supported by staff.
- Each class creates their own mission statement each year.
- Most class sizes are desirable according to DESE standards
- Student discipline is dealt with in manner that is best suited for the offense and student.
- The Leader in Me gives each student a role and a voice.

Weaknesses:

- The ownership of the school mission/vision statements being carried out by each teacher.
- Students being aware of the school mission/vision statement.

Indicate needs related to strengths and weaknesses:

- Leader in Me will continue to provide students will leadership roles and a voice in the school.
- Revisit mission and vision statements with staff and parents

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	Fund training and salary for reading recovery (ELA interventionist) for grades K-2.
2	Continue the balanced literacy professional development through the Missouri Reading Initiative for K-8 ELA teachers in order to increase student achievement on state tests to at or above state averages.
3	Increase opportunities to engage families in student learning

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		
Parent			
Teacher			
Principal			
Plan Development Meeting Dates			
Meeting Date		05/14/2019	

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	
Select... v			

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)		
<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"/>	
<input type="checkbox"/> Reading	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 checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
<input type="checkbox"/> Other <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 type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
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

Through the Missouri Reading Initiative teachers are gaining the knowledge to better teach students in the areas of balanced literacy.

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

Description of how strategy/strategies will strengthen

Balanced Literacy is used daily in classrooms as a way to both give opportunity for learning and monitoring. This means taking the highest learners higher and bringing the lowest learners to where they need to be academically.

- 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

Teachers alter curriculum to best meet the needs of each student by providing enriching and remediation activities, as needed.

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

Students are placed in reading level groups through the balanced literacy program. Constant observation and assessments monitor and move students to the appropriate place they need to be within the areas of reading and writing.

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

-Missouri Reading Initiative
 -Technology in the classroom
 -Better instruction for low-income students

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

Describe activities

The Board and administration are continuously reviewing practices, policies and salary schedules to try to be competitive with other area districts. The New Haven School District strives to provide supports for teachers and promote internally, when possible. Additionally, the district provides mentors and/or buddies to support new staff members and help build a sense of community among all staff members. The district provides professional development opportunities to all staff members.

- 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

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"Missouri public schools: the best choice...the best results!"

Ver.