



District/LEA: 010-093 COLUMBIA 93 Year: 2022-2023

Funding Application: Plan - School Level - 5040 PARKADE ELEM. Version: Initial Status: Returned to LEA

Number Name Select District

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

5040 PARKADE 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.

Parents at Parkade Elementary are invited to the fall and spring Title I district meetings. Our PTA meets monthly to plan activities for our school family.

- 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.

Our parents are invited to both our fall and spring district-wide Title 1 meetings. At those meetings, parents offer input and review the plan. Parents are invited to attend monthly PTA meetings where activities are planned for our school. Each spring, parents are invited to provide feedback about our school in a survey.

- 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.

Our parents are invited to both our fall and spring district-wide Title 1 meetings. At those meetings, parents offer input and review the plan. Parents are invited to attend monthly PTA meetings where activities are planned for our school. Each spring, parents are invited to provide feedback about our school in a survey.

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.

Parents are informed of our program at the beginning of the year meeting as well as the spring. I discuss the program at the first PTA meeting of the year, usually September.

- 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.

Parents receive on-going communication about their child's progress through biweekly newsletters and parent teacher conferences. Each year parents and teachers provide input in the spring regarding recommended parent curriculum opportunities for the following year. These opportunities happen at our PTA calendar planning meeting in May and through voluntary leadership meetings with staff in April and May.

- 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)*

Show interest in your child's school day.  
 Ask questions and be specific. For example, ask what the class is studying or what your child did at recess.  
 Get to know your child's school.  
 Participate in school events.  
 Join parent organizations.  
 Visit the classroom.  
 Participate in parent-teacher conferences.  
 Periodic informal contact with classroom teacher.  
 Share a love of learning.  
 Set a good example. Let your child see you read newspapers, magazines or books; write letters, grocery lists, or a diary  
 Use math to prepare budgets, compare prices  
 Read to your child.  
 Talk about the story as you read. For example, ask your child what might happen next.  
 Visit your public library together. Help your child pick out books to read just for fun.  
 Ask your child to read to you.  
 Limit TV time.  
 Have your child choose programs by reading the program guide - not by switching channels.  
 Watch TV with your child and discuss programs afterward.  
 Ask to see schoolwork, art projects, etc. Don't criticize the work or compare it to another child's - just show your interest. Talk about school in a positive way.  
 Praise effort and improvement - no matter how small it may seem to you.  
 Visit the public library and obtain a library card.

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

Promote regular, two-way, meaningful communications between home and school.  
 Promote and support responsible parenting.  
 Recognize the fact that parents/families play an integral role in assisting their children to learn.  
 Promote a safe and open school atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.  
 Include parents as full partners in decisions affecting their children and families.  
 Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

- 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.

At our parent curriculum opportunities, parents receive information about the standards and how they match scope and sequences for the year. MAP scores are shared with families in the fall. Biweekly, academic information is shared with families in the Friday Folder. Each trimester, formal and informal assessment data is shared with families during parent teacher conferences.

- 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.

At our parent curriculum opportunities, parents are provided with strategies and materials to support the academic and social/emotional needs of their students. Conscious Discipline family events are facilitated by our school counselor and home school communicator. These events are recorded and kept on our school's YouTube channel. We focus on sharing successes and celebrations during these events as well. Parents can access instructional materials for their child during any absence. This is especially important as we have returned from Covid virtual instruction.

- 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.

All staff take part in Equity training from the district. All teachers communicate with parents weekly and provide newsletters twice a month. During team meetings weekly and during vertical teams monthly, we discuss additional specific needs of students and 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.

Parents are encouraged to participate in their child's education through weekly communication of the focus for instruction, bi-monthly information on work habits and social interactions with adults and peers. In addition, we have a parent resource center for Conscious Discipline materials to support the transfer of our school based systems into homes. We make sure that appropriate reading material is available to students while at home. In response to Covid, we continue to use Seesaw to communicate with parents and as a platform to complete assignments. Students take their iPads home each day to ensure that learning continues if a child is absent. The district has provided instructional materials for these situations directly through the website.

- 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)*

Comprehensive Needs Assessment [Hide](#)

## 5040 PARKADE 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

5/9/2022

### 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:

The diversity of our students is an asset to our school community. We continue to see our EL population grow each year. We have added an additional EL teacher part time to support this need. We were fortunate through a district boundary adjustment to reduce our student population from 130% capacity (540 students) to a more reasonable 90% of around 390 students.

Weaknesses:

We began the school year with 40% of our school new to Parkade. A community housing development opened in August and brought many new students to us that were not expected and not accounted for in staffing projections. We were faced with classes of 24-25 in our kindergarten sections. In addition, we have several hotels in our attendance area and we've seen an increase in our homeless percentages.

Indicate needs related to strengths and weaknesses:

Our students need additional supports in all areas.

**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:

AIMSweb scores in math and reading, PSI, PAST

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

Strengths:

Increases in both fall and winter AIMS proficiency scores in ELA moved from 38% to 52%.

Weaknesses:

Our Science and Math MAP scores have decreased. We have spent less time as a district and school on improvements in those areas, including up to date resources. This will be a focus in 2022.

Indicate needs related to strengths and weaknesses:

We need to continue to refine the essential concepts taught at each grade level.

**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:

The district focus upon Standards Referenced Grading and the proficiency scales that inform those decisions has been a helpful tool to connect schools and teachers with quality instruction. Throughout our professional development time as a school, we have been able to analyze data to determine effectiveness of instruction and plan for next steps for students.

Weaknesses:

Additional time to support teachers in the analysis and application is always a need.

Indicate needs related to strengths and weaknesses:

Additional professional development on best practices in Math and Science is needed.

**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:

Our staff is diverse and dedicated. We have many "experts" in our building and are able to capture their talents to support one another.

Weaknesses:

We would like additional staff to support the social emotional needs of our students and to support and coach students as they experience challenging emotional experiences at school.

Indicate needs related to strengths and weaknesses:

Additional professional development on best practices in Communication Arts and Math is needed.

**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:

Our parents are very supportive of our school. New leadership on our PTA has brought fresh ideas and a renewed commitment to supporting students, parents and staff. We are recovering from virtual experiences necessary during Covid and are beginning to have in-person meetings and events.

Weaknesses:

Working around parents' busy schedules to provide quality opportunities for support and learning is always challenging. We continue to provide events at multiple times in an effort to accommodate this.

Indicate needs related to strengths and weaknesses:

Additional ideas of parent involvement activities are needed.

**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:

Our vision is practiced in the framework of our collaborative teams: School Family Team, Collaborative Learning Team, Innovation Team, and Solution Seeking Team. These teams provide shared leadership to set goals, monitor progress, and plan for the future.

Weaknesses:

From the Boone County Mental Health checklist we are seeing an increase in students reporting a need for additional strategies for self-regulation. We have identified the students that mentioned they didn't feel that they had an adult to talk to each day. We are working as a staff to dig deeper into these situations and create mentoring opportunities.

Indicate needs related to strengths and weaknesses:

Additional mental health resources are needed in regular education for students in crisis.

### 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 | Behavior support-emotional regulation for regular education students in crisis.   |
| 2 | Investigating best-practice instruction in the area of Math. Participation in the MU research opportunity with Dr. Lembke for specific math intervention training and implementation. |

Schoolwide Program [Hide](#)

## 5040 PARKADE ELEM.

### SCHOOLWIDE PROGRAM

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

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

### COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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



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

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

**Supplemental instruction**

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

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Class size reduction**

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

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Teachers continue to receive professional development in setting learning targets, developing success criteria and utilizing state standards and proficiency scales for grading. The NEE is also currently being used to evaluate teachers and set improvement goals. This instrument has clear indicators that allow teachers to understand exactly how to improve instruction. Teachers also participated in professional development in: Sound Partners, Read Naturally, Everyday Math, and Foundations.

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

Description of how strategy/strategies will strengthen

Teachers are receiving specific professional development in the areas of guided reading and data teams. Teams will collect and analyze ongoing formative data and make plans for remediation and reteaching.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

We have a very high need for services in our families and often don't have the resources to meet basic physical and mental health needs. Many of our students have suffered trauma and this affects their ability to work and learn in the classroom. We connect families with services but often there are barriers such as transportation that keep families from appointments. There are also limited resources in our community for children with extreme mental health needs.

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 provided in the area of autism and strategies to support.

Professional development activities that address the prioritized needs

Describe activities

Instructional mentors and department Coordinators work with teachers on the standards referenced grading with prioritized standards for the students.

**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

Each spring there are numerous events where preschool parents are introduced to elementary school, both at the preschool site and at the elementary. Also, there are transition meetings with preschool and the home schools to make sure critical information about the student is passed on to the new school. Preschool teachers for the most at risk students are at the home elementary on the first day of school to help with the transition and to assist with parent questions since relationships are stronger with the preschool teacher than the new elementary

## 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

[School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

**District/LEA Comments**

**DESE Comments**

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