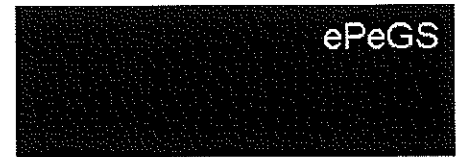




District/LEA: 088-081 MOBERLY Year: 2020-2021

Funding Application: Plan - School Level - 4080 SOUTH PARK ELEM. Version: Initial Status: Submitted



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](#)

4080 SOUTH PARK 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.

At the beginning of the school year, we review registration information to assure that all migrant and EL students are identified for our programs. We will make sure that have the proper supports in place to accommodate non english speaking parents with translated paper copies and interpreter if possible. We will meet with parents and other stakeholders throughout the year. During meetings, parents will receive information about the schools Parent and Family Engagement Policy and will be informed of their parental right to be involved in the planning and development of the plan through meetings and surveys. Discussions are held during these meetings and plans are adjusted based on student and family needs. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator or meeting leader. The plan will be posted to the schools website, as well as reviewed twice during the school year to seek input.

- 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.

At the beginning of the school year, we review registration information to assure that all migrant and EI students are identified for our programs. We will make sure that have the proper supports in place to accommodate non english speaking parents with translated paper copies and interpreter if possible. We will meet with parents and other stakeholders throughout the year. During meetings, parents will receive information about the schools Parent and Family Engagement Policy and will be informed of their parental right to be involved in the planning and development of the plan through meetings and surveys. Discussions are held during these meetings and plans are adjusted based on student and family needs. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator or meeting leader. The plan will be posted to the schools website, as well as reviewed twice during the school year to seek input.

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

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

We will meet with parents and other stakeholders throughout the year. During meetings, parents will receive information about the schools Parent and Family Engagement Policy and will be informed of their parental right to be involved in the planning and development of the plan through meetings and surveys. Discussions are held during these meetings and plans are adjusted based on student and family needs. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator or meeting leader. The plan will be posted to the schools website, as well as reviewed twice during the school year to seek input.

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.

Our school will provide parents of participating children timely information about programs under Title I, including: a description and explanation of the curriculum in use, forms of academic assessments used to measure student progress and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible. Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- ☒ 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.

Our school will provide parents of participating children timely information about programs under Title I, including a description and explanation of the curriculum in use, forms of academic assessments used to measure student progress and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible. Information related to the school and parent programs, meetings, and other activities, will be sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- ☒ 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)*

Our school will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

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

Our school will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Missouri academic standards.
Curriculum alignment through Missouri Learning Standards
Student Progress Monitoring

We will hold annual parent teacher conferences:
Staff will be available for parent conferencing
Teachers will regularly communicate by email, progress reports, report cards, and or phone calls.
We will provide parents with frequent reports on their child's progress.
Specifically, the school will provide reports as follows:
Progress Reports at 4 week intervals
Report Cards each nine weeks
Results of STAR and DRA assessments

- 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.

Our school provides assistance to parents as appropriate in understanding: the Missouri Learning Standards, the Missouri Assessment Program, the local academic assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators to improve the achievement of their children. Through our Title I parent engagement meetings, through parent teacher conferences, through parent activity nights, we will offer workshops on an as needed basis. We will also continue to encourage parents to use online resources such as tumblebooks online stories. Our school library has parent resources available for parents to check out. We have also brochures and other reading material to assist parents in supporting their child's academic success.

- 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.

Our school will offer workshops on an as needed basis. We will also continue to encourage parents to use online resources such as tumblebooks. Our school library has parent resources available for parents to check out. We have also brochures and other reading material to assist parents in supporting their child's academic success.

- 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.

Our school has a new teacher orientation process, teacher resource library, faculty meetings, webinars, professional development days

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.

Our school educates teachers, staff, and principals on the value and utility of the parent contributions. Ideas for reaching out and communicating with parents as equal partners are explored.

- 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](#)

4080 SOUTH PARK 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

2/5/2020

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:

Discipline and overall attendance shows as a strength in this building

Weaknesses:

Attendance of our free reduced population is lower than overall attendance. Mobility is high in this building too.

Indicate needs related to strengths and weaknesses:

We will pull attendance and make phone calls and work with parents to assist in getting students to school.

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:

We feel we have solid supports in place for communication arts

Weaknesses:

Even though we have solid supports in place for communication arts, we feel it is very important to continue our work in this area. We have seen improvement but our overall scores are still not keeping up with the state. We continue to struggle in math on all assessments.

Indicate needs related to strengths and weaknesses:

We will continue to support our students in communication arts through Title I. Even though these supports show as a strength for us our scores and students needs are an ongoing struggle. We will also continue to utilize our math coach to assist in teacher development and assist in instructional support. We plan to utilize iReady math support to assist student learning. We also plan to focus most of our after school tutoring money on math.

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:

Strong curriculum alignment and instructional support in communication arts.

Weaknesses:

We are working to align the rigor of instruction and assessments to the new MLS in math.

Indicate needs related to strengths and weaknesses:

We will also continue to utilize our math coach to assist teachers in developing appropriate lessons and assessments aligned to MLS. We plan to utilize iReady math assessments to assist teachers in assessing students at the correct level of rigor.

High Quality Professional Staff

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

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

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

Strengths:

All staff in this building are appropriately certified.

Weaknesses:

High turnover in staff and much of our new hires are first year teachers

Indicate needs related to strengths and weaknesses:

We continue to hold trainings and professional development that is mandatory for staff that have not taught more than 2 years. We utilize a very thorough mentoring program for these teachers, to support them and develop them.

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:

We have strong support for our underserved students and trust from our families and community. We have a strong system of communication with our families.

Weaknesses:

We struggle to keep parents involved throughout the year.

Indicate needs related to strengths and weaknesses:

Parents will attend their conferences for their specific students and any meeting called specifically for their student, but we do not have great turnouts for group meetings events. We will work with our parents groups to adjust the topics of these events to try to appeal to more parents.

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:

Overall we feel we have several strengths in this area. We have good class sizes and discipline data continues to be strong.

Weaknesses:

We will continue to revisit the building climate.

Indicate needs related to strengths and weaknesses:

We feel like revising school climate can help us continue to welcome and invite parents and families to partner with us.

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 | Communication arts continues to be a priority and an area in which our student need support. |
| 2 | Math curriculum and instruction is also a priority for our building. |

Schoolwide Program [Hide](#)

4080 SOUTH PARK 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)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Kathy Shriver	
2	Teacher	Lorrie Egesdal	
3	Principal	Anna Nordememyer	
Plan Development Meeting Dates			
	Meeting Date		
1		09/16/2019	

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
1	Title II.A v	Parisa Stoddard	Asst. Supt.
2	Title IV.A v	Parisa Stoddard	Asst. Supt.

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 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"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Supplemental Mathematics					
Supplemental Science					
1 Other					

Class size reduction

Grade Levels	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12
Math Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12

- 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

Alignment of curriculum to the challenging MLS, Regular classroom instruction, aligned assessments, PLC lesson planning and data analysis, whole group instruction, small group instruction, intervention group work

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

Description of how strategy/strategies will strengthen

Balanced literacy approach, systematic implementation of phonic based instructions, differentiated instruction, learner centered approaches, data driven instruction, flexible grouping

- 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

Interventions are provided to all students, so that everyone is afforded the opportunity to improve their skill set. When students are struggling once a students areas of weakness are identified interventions are research based and targeted to the need. Progress monitoring occurs to document student growth. (Foundations, DRA, STAR, MAP testing, common assessments)

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

The school district offers PD based on the needs of the schools and teachers. It is conducted on days set aside within the school calendar as well as during other scheduled times throughout the school year. Reading and math specialist work with teachers on delivery methods of interventions as well as Tier I intervention.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Finding staff that is the right fit and up to the educational challenge is key. We look for people who are up for the hard work and dedication to our students and school goals. Per local policy, only highly qualified staff is hired for Title 1 schools. Central office staff attend job fairs and conduct panel interviews. S.H.I.N.E. program

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

Describe activities

Preschool staff works with administration and kindergarten teachers to create classrooms for the upcoming year. At kindergarten registration, resources are provided to students and parents with practice and information sheets, crayons, books, backpack, and how to help your child resources. All students entering kindergarten are invited to attend summer school prior to entering in the fall. Information on programs and curriculum are shared at Registration, Meet the Teacher and Back to School Nights. Students with behaviors transitioning or in need of supports can receive a Behavior Education Plan or Behavior Intervention Plan after an Functional Behavioral Assessment has been conducted.

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.

DESE Comments

Email: julie.bock@dese.mo.gov

Current User: pstoddard

Improving Lives through Education

Ver.

