

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 ALTON ELEMENTARY

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide  
 Targeted

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

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

The school invites parents to attend the P.I.N (Parent Information Night) and subsequent meeting to provide input on the policy. This policy is also sent home with students. A survey was sent to parents to gain feedback on the program.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

#### POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
- To inform parents of their school's participation in the Title I.A program
  - To explain the requirements of Title I.A
  - To explain the right of parents to be involved.
- Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
- Transportation
  - Child care
  - Home visits
  - Funds will not be utilized for these purposes
- Section 1116 (c)(2)*

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

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

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

Parents are invited to the meetings and work actively with the staff in improving the plan. A survey is sent home to gain feedback from the parents.

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

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

Parents are invited to come to the annual meetings to provide input on the parent and family engagement policy. A survey is sent out to gain input on program.

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.

Information is provided in the school handbook and at the P.I.N night at the beginning of the school year.

- 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.

The teachers send home weekly newsletters that address the standards and curriculum for that week. The academic assessments and MAP achievement levels are explained during the P.I.N. night and at parent teacher conferences.

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

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

## SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

### School-Parent Compact

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

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

The school-parent compact will

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

The compact says:

I, as a parent/guardian will support my child's learning in the following ways:

Make sure he/she is in school every day possible.

Check that homework is completed.

Volunteer in my child's classroom.

Be aware of my child's extracurricular time and activities.

Stay informed about my child's education by reading all communications from the school and responding appropriately.

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

Alton Elementary School and its staff will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards and the Grade Level Expectations as follows:

Retain highly qualified principals and teachers,

Maintain a safe and positive school climate,

Provide meaningful and appropriate learning activities,

Maintain open lines of communication with students and their parents,

Demonstrate professional behavior and a positive attitude, and

Demonstrate our belief that all children can reach their fullest potential.

Hold annual parent-teacher conferences to

Discuss the child's progress/grades during the first quarter,

Discuss this compact as it relates to the child's achievement, and

Examine the child's achievement through test scores.

Provide parents with frequent reports on their child's progress as follows:

Weekly class work,

Mid-quarter report mailed from the school, and

Quarterly grade cards/reports sent home by the school.

Be accessible to parents through

Phone calls or person-to-person meetings,

Scheduled consultation before, during, or after school, and

Scheduled school or home visits.

Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

Help with classroom projects,

Speak to the class on careers or topics pertaining to areas of study,

Listen to children read or read to children.

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 the Parent Teacher Conferences all parents will be provided with the above information. They are also invited to the contact the principal, teacher, and district curriculum director for further explanation throughout the year.

- 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.

Materials and training will be provided at the P.I.N. night.

- 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.

At the beginning of the school year, the staff will be informed of the Parent Volunteer Program.

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

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

Describe plans to coordinate and integrate.

We have two Parent/Family Involvement coordinators. These individuals work with the staff and parents to create meaningful opportunities for parent involvement.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

## Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

## ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
  - Parent and family members who have limited English proficiency.
  - Parent and family members with disabilities.
  - Parent and family members of migratory children.
- Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Hide](#)

## 4020 ALTON ELEMENTARY

### 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

5/30/2023

### 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:

1. Discipline referrals are trending about the same each year.
2. Attendance is improving.

Weaknesses:

1. Mobility is high in the elementary.
2. We have lost several students to homeschool since the pandemic.
3. Math and ELA scores are below 40% proficient.

Indicate needs related to strengths and weaknesses:

We plan to use systems from PBS (implementing Capturing Kids Hearts) to help with some of the student demographic issues such as mobility. Based on our scores, there is a need for math and ELA paras and teachers. Instructional coaching is an option we have never explored and may incorporate this along with our Title one teachers.

## 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:

1. Programs are in place that provide reports showing how the students are progressing throughout the year in understanding the MLS standards.

Weaknesses:

1. MAP results are trending downward in math.

Indicate needs related to strengths and weaknesses:

In an effort to increase all scores, we are focusing on behavioral issues that can affect achievement. One addition will be Capturing Kids Hearts as well as utilizing our paraprofessional to work on MTSS data for us.

## 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:

1. All classrooms are equipped with newer technology and materials to support their instruction.
2. Instructional programs are in place to meet the diverse needs of learners.
3. Pacing guides are in place.

Weaknesses:

1. We need to realign our curriculum.

Indicate needs related to strengths and weaknesses:

The curriculum will be realigned and rewritten to meet the needs of our students.

### 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:

1. All of the courses are taught by appropriately certified teachers.
2. Ratio of school administrator to staff is desirable.

Weaknesses:

1. Staff preparation is lacking.

Indicate needs related to strengths and weaknesses:

1. The administrators will continue to provide a much more detailed training for new employees and those returning.

### 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:

1. Parents are eager to help at the school.
2. Social media and newsletters enhance the communication with parents.
3. Community businesses are eager to donate to the needs of the school.
4. A parent volunteer program is in place.

Weaknesses:

1. No parent education programs are in place.
2. Lack of parent volunteers even though a program is in place.

Indicate needs related to strengths and weaknesses:

Parent education will continue to be enhanced through Title One nights.  
Parent volunteer program will be marketed in a different way to ensure all stakeholders are aware of the opportunity.

### 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:

1. The class sizes are kept to below the MSIP ideal requirements.
2. A new principal offers the opportunity to shift the school climate in a different direction.
3. Discipline is enforced by the teachers and principal.

Weaknesses:

1. The mission/vision has been established but staff awareness is lacking.
2. The school climate is down.

Indicate needs related to strengths and weaknesses:

A new superintendent and newly revised CSIP will help us address our needs.  
New administration is in place.  
Capturing Kids Hearts will be implemented.

### 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 | The need for an increase in the culture will be addressed with new administration and Capturing Kids Hearts. |
| 2 | Math and ELA scores are below 40% proficient.  |
| 3 | Increase parent volunteer programs to create community partnerships.   |

Schoolwide Program [Hide](#)

## 4020 ALTON ELEMENTARY

### 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           | Sara Johnson     |  |
| 2                                   | Teacher          | Brandon Hunt     |  |
| 3                                   | Principal        | Tracie Joiner    |  |
| Plan Development Meeting Dates      |                  |                  |  |
| 1                                   | Meeting Date     | 05/30/2023       |  |

### 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  | Head Start                      | Michelle Myers         | Head Start Leader   |
| 2  | Title II.A                      | Tasha Reeves           | Fed Pro Director    |
| 3  | Title IV.A                      | Tasha Reeves           | Fed Pro Director    |
| 4  | Title V.B                       | Tasha Reeves           | Fed Pro Director    |
| 5  | Spec. Ed. State and Local Funds | Bev Goans              | SPED Director       |
| 6  | State and Local Funds           | Holly Reese            | Superintendent      |

### 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 checked="" type="checkbox"/> Math                  | 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 |
| 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   |
| 3   | <input checked="" type="checkbox"/> English Language Arts | 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 |
| 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   |
| 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   |

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 checked="" type="checkbox"/> |                          |  |
| Supplemental Mathematics           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                          |  |
| Supplemental Science               | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |  |
| 1 Other                            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |  |

**Class size reduction**

|   |   |                                       |                                       |                            |                            |                            |                            |                            |                            |                            |                             |                             |                             |
|---|---|---------------------------------------|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input checked="" type="checkbox"/> Grade Levels  | 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"/> 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"/> 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 |

- 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

The programs (IXL, LETRS and i-Ready) will provide opportunities for students that are struggling. In addition, we will look for weaknesses through MTSS.

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

Description of how strategy/strategies will strengthen

Implementation of the i-Ready, IXL, and LETRS program will enhance the teachers' instructional strategies by giving them a closer look at what the students need.

- 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

We do not want to leave out the needs of our gifted and talented students. Instructional materials that will enhance our accelerated students' capabilities will be utilized when appropriate.

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 will all be assessed at the beginning of each year using a variety of assessments. Those at risk of not meeting the MLS will have be provided with additional supports throughout the school year.

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

We will add a school nurse for the elementary to assist with the many needs of our students that are outside the academic subject areas.

- 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

Professional development activities are always academic focused. The consultant will address the instructional needs of our K-5 teachers.

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

Describe activities

The district will go to the different college job fairs to recruit teachers in the high need subjects. The district also created a poster that they display at these fairs to highlight the positive aspects of the district.

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

Describe activities

Head Start is invited throughout the school year to interact with the preschool students on campus. They are also allowed time to tour the building and become familiar with the faces of the staff.

## 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.

Save Comments

School Level Plan Home

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### District/LEA Comments

### DESE Comments



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