

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](#)

5060 SAPPINGTON 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.

Parent Compact Agreement: This defines the role of the school intervention program and family support
Add the following statement to the compact agreement: "I agree to uphold the parent and family engagement policy."

- 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.

Include parent representative in the federal stakeholders meeting to discuss the review and improvement of the Title I program
Beginning of the year family survey to assess family resource needs
End of the year family survey to review the Title I program and provide input for improvement

- 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.

Include parent representative in the federal stakeholders meeting to discuss the review and improvement of the Title I 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.

Provide each family with Parent Packet (online registration)
Communication (phone calls, emails)
Invite parents to stakeholder meetings

- 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.

Newsletter communication
Parent Teacher Group meeting
Parent Teacher Conferences
District Advisory Council

- 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)*

School-Parent Compact
Respond appropriately to all types of communication from the school and the reading intervention teacher
Conference with the teacher about progress or concerns
Daily practice of reading

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

Ensure highly effective staff to carry out curriculum and instruction
Highly individualized instruction based on ongoing assessments and data collection
Fluid instruction and groupings based on student need
Teacher Responsibilities

- 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.

Included in Infinite Campus portal for families to access and understand how to interpret results
Curriculum guides posted on website
Grade level priority standards listed on website
Lindbergh Reading Success Plans shared four times/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.

School communication with academic tips, apps, and websites.
Handouts at Parent Teacher Conferences
Parent Surveys

- 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.

Teachers are encouraged to make phone calls to families at the beginning of the year.
Intervention staff is available as a resource to classroom teachers, parents, and other support staff.
Data teams and MTSS meetings include specialists and interventionists.
Cooperative planning between classroom teachers and interventionists.
Included in professional learning days (ex. How to write a Lindbergh Reading Success Plan)

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.

The district uses the Federal Programs Stakeholder meeting to review existing services and resources and available funding to increase efficiency and effectiveness of all programs. Caseload for Reading, MLL, and IEP students are coordinated at each school annually. The students are continually monitored using multiple data points, including BAS, FastBridge, IEP goals, NWEA, WIDA and others.

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

Optional additional assurances

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

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

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

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

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- A comprehensive needs assessment of the entire school has been conducted.

- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/15/2024

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:

95.98% attendance
20.8/1 Student/Teacher Ratio
19.5/1 Kindergarten Student/Teacher Ratio
Grade level attendance data is constantly ranging from 95.29% - 96.58%

Weaknesses:

Limited staff (2) that can effectively serve our K-5 students with Limited English Proficiency.
An increased number of students identified as F/R

Indicate needs related to strengths and weaknesses:

If other data used, identify here
Benchmark Assessment System
FastBridge
NWEA (4th & 5th)
ACCESS (K-5 MLL)
Diagnostic Assessments

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:

LTAs serves K-5
3 Instructional Design Coaches support grade level bands
District Reading Coach
Programs-LLI, Orton-Gillingham, Benchmark Advanced
Reading Eggs
District-wide common benchmark assessment
NWEA (grades 3-5)
WIN Time (What I Need Time-personalized intervention support)
Second Step (Social Emotional Learning Program, K-5)
Writing intervention support for K-2
Math teaching assistants to support grades 1 & 2

Weaknesses:

Lacking building reading coaches
K-1 reading decodable to support student reading at home
Writing and math support to meet Tier 3 needs

Indicate needs related to strengths and weaknesses:

Additional staff (interventionists)
Curriculum training needed for interventionists, classroom teachers, co-teaching model
Additional mentor teachers
Writing intervention
Student online resources that align with Benchmark Advanced

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:

Literacy Teaching Assistants serving all grades
Instructional Design Coach
District literacy coach
LLI, Common Resources for Classroom Teachers district wide
Digital reading resources such as Reading Eggs
iReady (web based assessment of math concepts utilizing student pathways)
Common reading assessment district wide using BAS
NWEA 3-5
FastBridge
K-5 social-emotional services/support
Newly adopted reading program for all elementary teachers (Benchmark Advanced)
Sappington's Tiered Master Schedule

Weaknesses:

Not equitable time Literacy Teaching Assistant support in intermediate grades vs. primary grades
Math intervention is not available for all grades
Writing intervention is not available for all grades
Limited number of licenses within online programming

Indicate needs related to strengths and weaknesses:

Teaching assistant positions that can provide intervention support in any content area based on grade level needs.
Instructional resources for math and writing interventionists to align strategies for the diverse learning needs of 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:

100% certified elementary teachers
New Teacher Orientation
Building-wide mentor teacher for new teachers
Mentor Teachers
LindberghU courses
Reading specialists
Literacy Teaching Assistants
Increase of reading intervention support in intermediate grades
2 full time counselors

Weaknesses:

Lack of full time math interventionist
Lack of full time writing interventionist

Indicate needs related to strengths and weaknesses:

Full time math intervention
Full time writing intervention

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:

Weekly communication from administrator
 School social media
 Parent Teacher Conferences
 School-wide PTO meetings
 Multi tiered Systems of Support
 ML program
 Weekend food
 Vision screening
 Hearing screening
 Youth in Need
 CHADS
 Oasis tutors
 BIAS

Weaknesses:

Difficulty finding health coverage
 Lack of health education and access for families
 Lack of readily available access for social/emotional support

Indicate needs related to strengths and weaknesses:

Additional social worker and health services
 Additional social/emotional support
 Additional transition supports for newcomers

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:

District mission statement
 School mission statement
 Classroom mission statement tied to school mission statement
 Professional Learning Communities
 Classroom Buddies
 School wide expectations
 Procedures (arrival, dismissal, lunch)
 District Rights and Responsibilities Handbook
 Consistency within Professional Learning Communities

Weaknesses:

Clear definition of PLC vs. Team Time
 Mission Statements related to current practices of Strategic Plan

Indicate needs related to strengths and weaknesses:

Professional Development in PLCs
 Review alignment to district and school mission statement (3-5 years)

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	Increase certified & classified support for interventions (personnel/salary)
2	Increase staffing support to address SEL needs (counseling, behavior support)
3	Provide parent/family support
4	Supplemental Reading

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development		
Team Member		
	Team Member Role	Team Member Name
1	Parent	Kendell Fletchall

2	Teacher	Jessica Portell	
3	Principal	Ta'Keshia Parker	
Plan Development Meeting Dates			
1	Meeting Date	04/15/2024	

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	Perkins Basic Grant - Secondary ▾	Ronni Zagora	Director
2	McKinney-Vento ▾	Jill Lawson	Director
3	Head Start ▾	Charlene Ziegler	Principal - Early Childhood
4	Title III EL ▾	Lisa Carson	Coordinator
5	Title II.A ▾	Tara Sparks	Chief Academic Officer
6	Title IV.A ▾	Jill Lawson	Director

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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

Identifying grade level priority standards
 Understanding content proficiency scales

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

Description of how strategy/strategies will strengthen

Implementation of proficiency scales
 Implementation of standards based instructions
 Professional learning opportunities for understanding proficiency scales and standards based instruction

- 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

Benchmark Assessment System
FastBridge Screener
ELL Screener
Multi Tiered Systems of Support
Social Emotional Learning screener

Concept about Print
ELL Screener
Response to Intervention
Social Emotional Learning observations

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

Small group instruction.
Instructional Design Coach provides support in reading and math for classroom teachers.
Professional development to strengthen classroom instruction.
Grade-level teams meet in PLC's for lesson planning.
District provides opportunities for professional growth in Lindbergh U classes.
District sponsors teachers to attend workshops and conferences.

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

Math instruction aligned with Tiered Master Schedule
Reading instruction aligned with Tiered Master Schedule
Differentiation
Small group instruction
NWEA
BAS
FastBridge screening
Lindbergh Reading Success Plans

- Professional development activities that address the prioritized needs

Describe activities

PLC development in training
Literacy trainings
Instructional technology training
Instructional tiers
RTI at Work

- 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

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
 State and Local Funds (required)
 Title I School Improvement (a)
 Title I.C Migrant
 Title I.D Delinquent
 Title II.A
 Title III EL
 Title III Immigrant
 Title IV.A
 Title V.B
 School Improvement Grant (g) (SIG)
 Spec. Ed. State and Local Funds
 Spec. Ed. Part B Entitlement
 Perkins Basic Grant - Postsecondary
 Perkins Basic Grant - Secondary
 Workforce Innovation and Opportunity Act
 Head Start
 McKinney-Vento
 Adult Education and Family Literacy
 Others

PARENT COMMENTS Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes

No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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District/LEA Comments

DESE Comments