

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 LINCOLN 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.

Surveys and meetings are offered by the district annually.

- ☒ 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 encouraged to complete surveys annually and attend Title activities with their students.

- ☒ 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.

Administrators review the parent survey results annually to improve activities offered for parent / student involvement.

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.

Newsletters are distributed monthly to advise parents of ongoing activities.

- ✓ 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 district continues to effectively use the data from Renaissance Star to drive instruction and interventions. Also to provide time during the day for teachers to work collaboratively to analyze student work and assessment data and to continue to implement research-based differentiated instructions / reading strategies.

- ✓ 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)*

Parents sign the school-parent compact at the first quarter parent/teacher conference, which is an agreement between home and school that outlines how the entire school staff, the parents, and the students will share the responsibility for improved student academic achievement by attending school every day that school is in session, making sure homework is completed and signed by parent if required, and assuring parents are kept informed with weekly newsletters. The compact plan parent responsibilities are 1. make sure they are in school every day possible 2. provide a quiet place/time to study and provide necessary school supplies 3. Check student planners to make sure homework is completed 4. balance TV Viewing with other activities 5. Read with child daily 6. Stay informed about child's education by reading all newsletters and notes from the school and responding appropriately 7. Attend parent-teacher conferences and other activities sponsored by Title I

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

The school provides instruction, materials, and high-quality professional development which incorporates the latest research and curriculum. We align what is taught to DESE's priority standards. We analyze MAP and STAR reading scores to determine student needs. Students that are at risk receive a reading success plan (RSP) to address those needs, students with IEP's and 504's are also frequently monitored to ensure they are meeting their goals. The school will hold parent-teacher conferences to discuss child's grades/progress during the 1st and 3rd quarters, discuss the compact as it relates to the child's achievements. The school will be accessible to parents through phone calls, emails or person to person meetings, conferences can be scheduled before, during or after school. The school will provide parents opportunities to volunteer and participate in educational decisions and activities for their child as follows: listen to children read, help with classroom bulletin boards, projects etc; assist with holiday programs or parties and be on the Title I planning committee.

- ✓ 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.

Information is provided on the school website, through newsletters and discussed at meetings.

- ✓ 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.

Technology resources are provided on the school website, parent resource library, and district / class newsletters.

- ✓ 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 receive training for Renaissance Star, Lexia/Reading Plus, and dyslexia training to aid in instructing and monitoring student progress. Through these programs and training teachers are able to better educate themselves as well as students and parents in helping their student to succeed and feel accomplished.

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

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

Describe plans to coordinate and integrate.

Parents as Teachers as well as Pre School Programs are also involved in our school community and school activities.

- ✓ 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 LINCOLN ELEM.

### COMPREHENSIVE NEEDS ASSESSMENT (school level)

*Section 1114(b)(6)*

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

Date of Needs Assessment

5/16/2025

## NEEDS ASSESSMENT: SCHOOL PROFILE

### Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☒ Enrollment (Required)
- ☒ Grade level (Required)
- ☒ Ethnicity (Required)
- ☒ Attendance (Required)
- ☒ Mobility (Required)
- ☒ Socioeconomic status (Required)
- ☒ Discipline (Required)
- ☒ Limited English Proficiency (Required)

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

Strengths:

The school district attendance rate averages are high each month, also we do not have multiple ethnicities or language barrier. We have manageable class sizes. We do not have a lot of discipline issues which allow students to be in the classroom for instruction.

Weaknesses:

The school district has an average free and reduced lunch percentage, as well as we have transient students. Our district enrollment has maintained a steady growth. Many of our students are in very rural areas and cannot access remote learning, or have the technology to access if able to.

Indicate needs related to strengths and weaknesses:

We have one student who speaks Spanish as her primary language that we utilize a google translator application to communicate with while she learns English as her second language, we would like to be able to provide a district employee who speaks both languages to be a point of contact for this student and family.

### 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:

Our graduation rates are high and post secondary trends are also high.

Weaknesses:

Our MAP testing scores need improvement.

Indicate needs related to strengths and weaknesses:

We will incorporate periodic MAP testing practices and analyze the data to help improve our instruction.

### 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:

District has purchased a new reading and math curriculum in the elementary levels. Also have supplemental reading intervention curriculum to support struggling readers. The district has incorporated new computers and two new mobile computer labs. We have recently purchased interactive TV's to assist teachers with interactive instruction.

Weaknesses:

In using the new math curriculum, students seem to be struggling with obtaining concepts at a quick pace, thus requiring additional instruction. Based on surveys and parent comments, parents are feeling more inadequate in their ability to assist their student at home with math concepts.

Indicate needs related to strengths and weaknesses:

Provide more parent education and resources to assist parents in the home setting to help their student with math.

### 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 of our districts staff is considered highly qualified. The District builds in days to the school calendar for high quality professional development as well as sending teachers to professional development activities throughout the school year.

Weaknesses:

We are beginning to have younger certificated staff that are working on classroom management to have more effective classroom instruction.

Indicate needs related to strengths and weaknesses:

Administration will work closely with our elementary staff member to become highly qualified.

### 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:

The district has great rapport with the community and parents are supportive of the district. Activities throughout the school year are well attended. We have a parent portal on the school website that keeps parents informed of activities, upcoming events, and student grades. The special education program is growing due to the diverse disabilities of students which are supported through resource rooms and a life skills classroom.

Weaknesses:

Need to offer more after school activities to increase the parent involvement, which will include more parent education in the area of Math to help support their student in the home setting. We will do this by introducing the on-line portion of the Math series to both students in the classroom and parents with after school activities.

Indicate needs related to strengths and weaknesses:

Add more after school activities for parent involvement, education opportunities to assist parents with Math concepts to further help them support their students in the home setting. We will be introducing the on-line portion of our Math series to increase parent involvement and understanding of what is happening in the classroom.

### 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:

Classroom sizes are very manageable and conducive to positive learning. The district provides a positive work environment as well an inviting environment to the community and family members.

Weaknesses:

School safety is being addressed to add more security throughout the school building.

Indicate needs related to strengths and weaknesses:

Additional security cameras, and key card access to entry doors.

## 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	Reading programs / training for teachers to better assist students with reading and comprehension.
2	Adding additional resources and education resources for the new Math concepts for parents to assist their students in the home setting.

Schoolwide Program [Hide](#)

## 4020 LINCOLN 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	Sarah Weatherby	
2	Teacher	Tracy Needy	
3	Principal	Elizabeth Eckhoff	
Plan Development Meeting Dates			
1	Meeting Date	05/16/2025	

## 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 ▾	Alex Curtis	Coordinator	
2	Title IV.A ▾	Alex Curtis	Coordinator	

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 checked="" 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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

☐ **Class size reduction**

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

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

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide



Students will be provided tiered instruction for literacy through small group instruction, push in math support at the elementary level, after school tutoring, summer school to our most at-risk students, and data meetings will be held to drill down data for these programs.

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

Description of how strategy/strategies will strengthen

The use of Renaissance Star, Wilson Reading, Just Words, Orton-Gillingham, My Math, and general classroom curriculums will be methods used.

- ☒ 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

Services are provided to our gifted students with an accelerated curriculum. After school tutoring is open to any student in grades 4 - 6 whether it be for acceleration or remediation.

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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

The use of Renaissance Star will be used to determine the needs of students.

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

Our Elementary Counselor, Kimberly Schmidt, counsels students as needed both in the classroom and in 1 to 1 settings, sessions pertain to academic success and peer relationships. Ms. Schmidt is NOT paid with title funds but does work with identified students that receive Title services.

- ☒ **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

Dyslexia training, Kaysinger Conference Professional Development conference that addresses current topics, and Safe Schools training.

- ☐ **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

The district provides Kindergarten orientation for all incoming eligible students.

## 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

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District/LEA Comments

DESE Comments

Email: [joann.mcgowan@dese.mo.gov](mailto:joann.mcgowan@dese.mo.gov)

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