

District/LEA: 049-140 SARCOXIE R-II Year: 2024-2025

Funding Application: Plan - School Level - 4020 WILDWOOD ELEM. Version: Initial Status: Approved

Number

Name

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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 WILDWOOD ELEM.

### SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide  
 Targeted

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

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

Parents are encouraged to read the Policy in the handbook sent out annually at the beginning of the year with enrollment packets, and then sign the back page of the handbook indicating that they have read and understand the policy. The policy is also on the school website. They can also contact the elementary office for a copy of the 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.

Annual meetings are held to review and update the Title 1 and/or Schoolwide program plans. Surveys are sent to receive feedback to inform changes or updates to the plan.

- 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.

Annual meetings are held to review and update the school parent and family engagement policy and LEA plans. Surveys are sent to receive feedback to inform changes or updates to the policy.

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.

Annual meetings, website, social media, all calls

- 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.

Updated curriculum maps accessible on the school website, assessment plan available on the school website, and discussion with teachers 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)*

1. Encourage my child to complete his/her class work and insist that all homework assignments be done on time.
2. Make sure my child gets adequate sleep, has a healthy diet, and attends to his/her personal hygiene.
3. Be available and maintain positive ongoing communication by attending parent meetings and reading notes/newsletters sent home.
4. Provide a home environment with a quiet time and place to study that will encourage my child to learn.
5. Remind my child of the necessity of discipline in the classroom, especially self-discipline.
6. Ensure my child attends school regularly and arrives on time
7. Encourage my child to accept responsibility for his/her choices.
8. Volunteer in my child's classroom as needed.
9. Show respect and support for my child, teachers, staff and school rules.

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment.
2. Provide quarterly grade cards on your child's progress.
3. Hold annual parent/teacher conferences to discuss your child's progress.
4. Be accessible to parents through phone calls, emails, and scheduled meetings.
5. Maintain positive communication with students and families to support students' learning.
6. Observe and respond to the needs of your child.

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.

The district will assist parents by having information on the school website, handouts sent home, parent/teacher conferences, and host informational nights throughout the year for parents.

- 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.

The district also hosts numerous parent nights throughout the year to assist parents with students' academic achievements. Some of the nights include kindergarten roundup, open house, parent teacher conferences (scheduled and upon request).

- 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.

Principals provide information and tips to teachers during faculty meetings.

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 works with other programs to host numerous parent activities and information throughout the year to involve parents with students' academic achievements. Some of the activities include kindergarten roundup, open house, parent teacher conferences (scheduled and upon request). Teachers are encouraged to send home resources and websites that are used frequently in the classroom. The district also uses the school website and social media avenues to provide information and resources for parents.

- 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 WILDWOOD 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

4/4/2024

# 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:

Good attendance rates  
Discipline referral rates decreased

Weaknesses:

The F&R population percentage is still at 75%.  
Mobility rate  
Poverty rate

Indicate needs related to strengths and weaknesses:

Continue seeking a full-time ELL position.  
  
Continue to seek ways to improve student attendance and address the needs of the high F&RL population.  
  
Employ a behavior intervention specialist for struggling students and to provide strategies for teachers and students so that the students are back in the classroom as much as possible.

## 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:

Since we are a school-wide program we can provide services to any student that needs help.

Weaknesses:

The school tested below 50% proficient or advanced in ELA.  
4th grade Math scores were very low.  
We are always looking to increase our MAP scores.

Indicate needs related to strengths and weaknesses:

Increase Math and ELA proficiency rates.  
Provide tutoring services for students both inside the school day and/or provide after-school tutoring and homework help as needed.  
Provide research-based resources for reading strategies to improve structured literacy instruction.  
Improve RTI framework to ensure interventions are taking place inside the classrooms.

## Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

The district has quality support personnel in place to assist teachers and students with learning. The district continues to increase the number of instructional technology devices within the district. The elementary has the capacity for 1:1 in grades K-5.  
Under the guidance of the curriculum director, Wildwood has updated its curriculum maps and is placing them on the new school curriculum website.  
  
Maintain fidelity with implementing ELA and Math curriculum resources.  
  
Majority of our teachers have received LETRS training.

Weaknesses:

Lacking materials and resources to fill the instructional gaps in the regular curriculum especially in the K-2 phonics program.

Indicate needs related to strengths and weaknesses:

Provide Volume 2 LETRS training to teachers on how to implement intervention strategies in the classroom.  
  
Provide supplemental materials to fill the instructional gaps in the regular curriculum.

## 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:

Low turn-over rate  
Classroom teacher-to-student ratio is 13:1.  
96% of teachers at Wildwood held a regular certificate. Only 1 teacher taught on a temporary certificate.

Weaknesses:

High number of inexperienced teachers

Indicate needs related to strengths and weaknesses:

Continue to offer incentives to teachers to increase their level of education and to stay with the district.  
Focus on supporting current staff and teachers  
Admin will be active in recruiting highly qualified teachers to the district

## 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:

According to the end of year climate survey, the top highest ratings for Wildwood are as follows:  
1. Knowing who to contact with issues  
2. My child feels physically safe at this school.  
3. Children like attending this school.

The school, as well as community churches and outreach services, offer a number of programs to benefit our underserved students and students with special needs. A few of these programs include backpacks of food for qualifying students over the weekends, free breakfast, snack and supper offered to all students in the district, and a gently used clothing store for parents to utilize as needed. The school also provides a number of health and wellness screenings for students including vision and hearing, dental programs, a cardiac kids program for 5th graders, PAT services and screenings, Adopt-A-Snowman tree at Christmas, etc.

Increased the number of literacy and math engagement nights this year.

Weaknesses:

The 3 lowest ratings for Wildwood on the district survey were as follows:

1. I am asked for input about school decisions.
2. Handling discipline fairly.
3. Assuring student voices are heard and respected.
4. Promoting an environment of mutual respect among students.

Indicate needs related to strengths and weaknesses:

Create a sense of community and pride in our schools with students, parents, and community.  
Increase information about programs and school operations to parents and the community.  
Increase the rate of responses to parent surveys

### 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:

The overall school climate based on the results from the district survey indicates that parents believe the school climate is positive. Following the CSIP and reporting to all stakeholders.

Weaknesses:

Addressing severe behaviors in the classroom to ensure that all students are safe and are in their best learning environment.  
Getting an adequate rate of responses from parents on surveys.

Indicate needs related to strengths and weaknesses:

Employ a behavior intervention specialist to address the severe behaviors exhibited by students.

### 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. District MAP data indicates a need to provide our students with additional support and instruction in Math and ELA. We will provide this through tutoring and providing a supplemental Math teacher and a supplemental ELA teacher.



2	Provide a behavior interventionist to provide support to students and teachers on effectively managing behavior in the regular classroom.
3	Implement effective reading intervention strategies. Continue to participate in the LETRS training provided by DESE.
4	Technology updates. While we are 1:1 in the elementary, we have chromebooks that are out of date and will need to be replaced in order to maintain this ratio.

Schoolwide Program [Hide](#)

## 4020 WILDWOOD ELEM.

### SCHOOLWIDE PROGRAM

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

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

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

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

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

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

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input 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 <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 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 checked="" type="checkbox"/> Other <span style="border: 1px solid black; padding: 2px;">Behavior Intervention Specia</span>	K <input 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"/>

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 Behavior Intervention Special	<input checked="" 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

Supplemental math and science tutoring will be available. Supplemental ELA and Math services will be provided to students who are at risk of not meeting the Missouri Learning Standards. Behavior interventions will be implemented by the behavior intervention specialist. These interventions will be provided to help the student participate in a full-time regular classroom.

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

Description of how strategy/strategies will strengthen

Updated research-based resources will also be purchased if needed to help strengthen the academic program. Implementing, with fidelity, rigorous teaching strategies to increase student engagement.

- 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

Supplemental math and science tutoring will be available. Supplemental ELA and Math services will be provided to students who are at risk of not meeting the Missouri Learning Standards. Behavior interventions will be implemented by the behavior intervention specialist. These interventions will be provided to help the student participate in a full-time regular classroom.

Monthly meetings with teachers and intervention staff will be held to discuss student progress and adjust instruction as needed.

Activities will (mark all that apply)

**Improving students' skills outside the academic subject areas**

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

**Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

**Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

**Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

**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

Provide resources such as informational material and a book for parents at Kindergarten Round up.

# 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

