All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4020 KING CITY 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.

The King City R-I School District, through its CSIP, conducts two meetings annually with community members. These are members of the community Superintendent's Advisory Council. At this meeting, Federal Programs, specifically Title I is a topic of conversation. The family engagement policy is a topic of discussion. We seek to make this a program where the parents have ownership. Through these meetings we are able to create a collaborative working relationship with families.

The agreements are provided to all families at the fall Title 1 night activity. Parents of Title students who do not attend the Title 1 night have the agreement sent home with their child for their signature.

☑ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☑ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

☑ At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

☑ The agenda reflects that the purpose of the meeting is

- ☑ To inform parents of their school's participation in the Title I.A program
- ☑ To explain the requirements of Title I.A
- ☑ To explain the right of parents to be involved.

Section 1116 (c)(1)

☑ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

☑ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- ☐ Transportation
- ☐ Child care
- ☐ Home visits
- ☑ Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

Parents are invited to the annual meeting. Each family member is provided with copies of the plan to review. The district seeks feedback from families.

The statement below holds true coming out of the Parent meeting regarding Title I at the end of the year. Parents are working more hours to keep a roof over their head and food on the table. Most do not want to get back out at the end of the work day.

In all honesty, after visiting with my elementary principal, he said most parents find the meeting to be too early in the year. They would prefer their child not be placed in Title services until later in the year. Lastly, regardless of how convenient we make it for families, we simply have a hard time getting parents to attend these meetings.

The school provides a spring Literacy night where the program is evaluated by staff and parents. Parents receive information on student data and improvements during the year. Parents are also given the opportunity to offer suggestions for improving the program.

☑ 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.

Twice a year parents are given the opportunity to take an anonymous survey where they can give the school feedback on the school. Parents are also given an end of year Title Program survey.

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.

During the 2026-2027 school year parents will receive notices about Title services, complaint procedures, and uncertified staff members through the student handbook. A copy of the handbook will also be available on the district website. Finally, information about all of these items will be mentioned in monthly newsletters sent to families.

Parents will receive a copy of the complaint procedures, the Title 1 Plan, how students are selected for program during a fall Title I Activity Night in September of 2026.

☑ 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's curriculum is posted on the website. Upcoming teacher objectives will be sent out in newsletters to families. A copy of the district's assessment policy will be placed on the website and mailed home in an annual letter to all households in the district. Parents are given copies of MAP achievement levels as early in the year as they are received from DESE. Parents also receive explanations about their child's assessment scores at fall 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)*

Parents are asked to:

Provide a quiet place/time to do homework and encourage their child to complete homework.

Make sure their child gets adequate sleep and a healthy diet.

Make sure their child is at school on time.

The parent will read and or practice math facts at least 15 minutes each day with their child.

Attend conferences, make visits and work with teachers and staff to support and challenge their child.

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

1. Teach necessary concepts to the student.
2. Be aware of the needs of the student.
3. Regularly communicated with the parent on their child's progress.
4. Provide a safe, positive, and healthy learning environment for their child.
5. Respect the cultural differences of each student.

☑ 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.

We are aligning all curriculum and making it available on the website. Parents are given log in information so they can monitor their child's progress in school via a student information system.

☑ 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 is purchasing a subscription to The Parent Institue. This is a newsletter that offers guidance on working with children. We will send home a copy of the newsletter as well as make it available on our website. During the Fall and Spring meetings, Title staff will provide helpful tips/ideas on how to work with children to enhance their childs reading abilities.

The district is a 1:1 district. Students are able to work with technology outside of the school with their device. The district has also purchased many online learning tools which students may use outside of school. For example Study Island and Reading Eggs are available.

- [x] 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.

The district will encourage staff members to work with families of struggling learners. Continuous communication will be expected and staff will create a journal of dialogs they have with parents.

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

- [x] 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.

During the spring meeting where Title II.A and Title IV.A are discussed, it was determined that the best use for these funds was to transfer the money to Title I.A so more students are seen through our Schoolwide program.

- [x] 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)*

- [x] 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)

- [x] 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)*

- [x] 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)*

- [x] 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)*

- [x] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- [x] 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)*

- [x] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

- [x] Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:

- [x] Parent and family members who have limited English proficiency.
- [x] Parent and family members with disabilities.
- [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

4020 KING CITY ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

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

Date of Needs Assessment

6/25/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

The strengths are that our enrollment is steady with little fluctuation. We have an extremely small ethnic population, (which is neither good nor bad). Our overall attendance rate for the district is just over 95%. There is little mobility and very few discipline issues. We have no ELL students at this time.

For the most part, the above is still true, however, the Pandemic has seen an influx of students from a variety of locations seeking to place their children in smaller schools, with smaller class sizes.

Weaknesses:

We are seeing an increased number of students enrolling in school who appear to have had limited structure and parental guidance. We have a small pocket of children who demand a large percentage of both teacher and principal time to control behaviors which takes away from learning for the vast majority of students.

Indicate needs related to strengths and weaknesses:

We have students that need specialized instruction on both sides of the spectrum. We have gifted students that need individualized instruction and we have students on the low end that need specialized services also.

Based on the weakness areas of our students, supplemental reading services are a need for our struggling learners. As such, the district has used a portion of their Title I money to provide supplemental reading.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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)
- [x] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [x] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [x] Other performance indicators used in analysis:

MAP data has been analyzed, but that is very hard to do when data is not consistent. It is tremendously challenging to predict what type of question a student was asked to determine why they missed the question. Is the question out of context? Do our young people know how to utilize and manipulate the computer? Is it an academic test or is it a test of whether or not a child knows how to use a chromebook?

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

Strengths:

Approximatly 50% of our students score Advanced or Proficient in both ELA and Math. That can be contributed to strong family support, small class sizes, and dedicated teachers. The statement below, in the question pertaining to weaknesses can be viewed as both a weakness and a strength. We are proud of our students that have scored Advanced and Proficient, but we acknowledge that we need to work on closing the gap for those below Proficient.

We use Title money for teachers because that is the easiest method of utilization of the funds. Where we have other needs, such as professional development and supplies, we use local money.

Weaknesses:

The district continues to show 40% or better at ELA and MA scores in the Basic and Below Basic category. Obviously we want to see those numbers improve. We are taking steps to provide additional after school tutoring and learning opportunities to close the gap.

Indicate needs related to strengths and weaknesses:

If the King City R-I School District expects to close the achievement gap of our lower tier students in both ELA and Mathematics, the district feels compelled that Title 1 services are essential. Our Title team will work closley in both math and ELA at the lower grades heavily, but will also use time with our upper elementary students.

Struggling learners will be provided supplemental reading services by way on 1-on-1 or small group instruction with a Title 1 reading interventionist.

Curriculum and Instruction

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

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials

- [x] Instructional technology
- [x] Support personnel

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

Strengths:

We have identified our essential outcomes for all courses. We have plenty of technology.

Weaknesses:

We need to update our curriculum and specialize our professional development. We need to provide ongoing professional development to our new "Grow Your Own" candidates who did not all go through a regulary bachelor's degree program of study.

Indicate needs related to strengths and weaknesses:

Time is our biggest enemy. We need more time in the day. That would require expanding our day. We've done that in recent years by adding 15 minutes to the morning to implement the RTI program. We need more time to cover all the curricular needs we have.

High Quality Professional Staff

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

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

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

Strengths:

Most of the staff has gone through years 1 and 2 of LETRS training. Currently, only new hires are in need of the training.

Our classes are taught by fully certified staff. Our demographics are very homogeneous. During the summer of 2023 6 members of the staff attended Kagan Learning strategies training. Additionally, 2/3's of the elementary staff have completed their LETRS training.

Weaknesses:

We are transitioning from a veteran staff to a balance of experience and rookie teachers. With the ever growing shortage of teachers, we anticipate the need for experienced personnel to take over classrooms when vacancies arise.

With the growing opportunities for teacher candidates to obtain certification without adequate coursework and a student teaching experience, the district is choosing to create a student teaching experience for two individuals this year through a modified student teaching experience. Our plan is for their experience this year to put them in a position of being able to take over a classroom during the next school year.

Indicate needs related to strengths and weaknesses:

The staff needs ongoing professional development. LETRS will provide quality training for the staff. The staff is also working on SEL training as the social and emotional needs of our studnents continues to be a challenge.

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:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

We have parent involvement policies in place. We have ample communication, despite the fact that we hear from some people they receive too little communication while others say they receive too much.

Weaknesses:

Parent involvement is a challenge. It's hard to get people to come into the school. People are very busy.

Indicate needs related to strengths and weaknesses:

I have been asked to make obtaining finger printing for volunteering easier.

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:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Our surveys show that the climate is good. Our classes sizes are well below the DESE requirements. We have few discipline issues.

Weaknesses:

Our school organization is seeind fewer applicants and less qualified applicants. It is becoming a challenge to find high quality employees to place in classrooms.

Indicate needs related to strengths and weaknesses:

10/27/25 Climate and culture surveys provide a positive outlook for the district. The district needs to find adequately qualified individuals to teach. DESE and the Missouri General Assembly continue to lower the expectations for teacher candidates creating an adverse learning environment in some classrooms. Universities provide inadquate reading instruction for teacher candidates. With that said, we NEED to continue to provide supplemental reading instruction to our struggling readers.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	The district is seeing a growing trend of young learners coming to school not prepared to learn and having substantial gaps compared to many of their peers. Due to gaps just mentioned, the district has made the decision to provide Title services to each of the elementary grades in the building. Specifically, the focus will be on mathematics skills and ELA skills. The district believes this is a priority, at least for the present time, due to educational gaps created during the Covid pandemic where on sight learning was not available.

Schoolwide Program Hide

4020 KING CITY 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	Kelcey Willis	
2	Teacher	Corey Nickell	
3	Principal	Vance Proffitt	
4	Other School Leaders	Danny Johnson	
5	Parent	Eldon Adcock	
6	School Staff	Ruth States	
7	LEA Representative	Chuck Spiking	
Plan Development Meeting Dates			
1	Meeting Date	06/25/2026	

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 I School Improvement (a)	Danny Johnson	Federal Programs Coordinat	
2	Title II.A	Danny Johnson	Federal Programs Coordinat	
3	Title IV.A	Danny Johnson	Federal Programs Coordinat	

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	☑ Math	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☑ English Language Arts	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
- ☑ Pull out/resource classroom
- ☑ Push in/regular classroom
- ☐ Summer School
- ☐ Tutoring (before-or-after-school)
- ☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☑	☐		
Supplemental Mathematics	☑	☐		
Supplemental Science	☐	☐		

1	Other	☐	☐	☐	

☐ **Class size reduction**

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

☐ **Professional Learning Communities**

☐ **Schoolwide Positive Behavior Support**

☑ **Response to Intervention**

☐ **Other**

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

The King City School District offers a variety of programs outside of the Missouri Learning Standards to provide a quality education to its students.

Our free and reduced lunch students, IEP students, and our small minority groups receive RTI in the mornings with their homeroom teacher while their peers attend enrichment activities. We also offer push in and pull out activities for students throughout the academic day.

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

Description of how strategy/strategies will strengthen

Our enrichment programs provide Spanish for elementary students, health and nutrition.

- [ ] Increase the amount of learning time
  - [ ] Extended school year
  - [ ] Before-and/or after-school programs
  - [ ] Summer program
  - [ ] Other

- [x] Help provide an enriched and accelerated curriculum

Description of how strategy will provide

We have morning enrichment programs. We have after school programs that all students are encouraged to attend.

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

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

- [ ] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

- [ ] **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

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

  Describe activities

  We have a step up day where students meet their teacher for the next year prior to the end of the year.

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- [ ] Title I.A (required)
- [ ] State and Local Funds (required)
- [ ] Title I School Improvement (a)
- [ ] Title I.C Migrant
- [ ] Title I.D Delinquent
- [ ] Title II.A
- [ ] Title III EL
- [ ] Title III Immigrant
- [ ] Title IV.A
- [ ] Title V.B
- [ ] School Improvement Grant (g) (SIG)
- [ ] Spec. Ed. State and Local Funds
- [ ] Spec. Ed. Part B Entitlement
- [ ] Perkins Basic Grant - Postsecondary
- [ ] Perkins Basic Grant - Secondary
- [ ] Workforce Innovation and Opportunity Act

- [ ] Head Start
- [ ] McKinney-Vento
- [ ] Adult Education and Family Literacy
- [ ] Others

PARENT COMMENTS *Section 1116 (c)(5)*

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

- (•) Yes
- ( ) No

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

Save Comments | School Level Plan Home | Print | Cancel Print Mode

District/LEA Comments

Email: tyler.grellner@dese.mo.gov
Current User: gable1972