

District/LEA: 041-005 RIDGEWAY R-V Year: 2023-2024

Funding Application: Plan - School Level - 1050 RIDGEWAY HIGH Version: Initial Status: Approved

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](#)

## 1050 RIDGEWAY HIGH

### 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 parents and family engagement policy is sent home with all students and posted on our website. It is presented at the fall and spring activity parent night. Evaluations are taken at this time as well as suggestions. Parents are invited to serve on the Title team and planning committee.

- 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 serve on the Title planning team. Survey results are compiled and considered. Plan is reviewed in the Spring and suggestions for changes are considered.

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

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

Parents are invited to serve on the Title planning team. Survey results are compiled and considered. Plan is reviewed in the Spring and suggestions for changes are considered.

The school provides parents of participating children:

Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Information regarding Title programs is sent home with all students and posted on website. Information is available at all family night events.

- 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.

Information is disseminated at parent nights, parent teacher conferences and through newsletters.

- 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)*

As a parent, I will support my student's learning in the following ways:

1. Make sure my student/s in school every hour and every day possible.
2. Make sure my student/s planner is being utilized daily and signed when needed.
3. Check that homework is completed and returned when due.
4. Volunteer in my student/s classroom/school.
5. Be aware of my student/s extracurricular time and activities.
6. Stay informed about my students/ education by reading all communication from the school and responding appropriately.
7. Be respectful in all communication and collaboration with students, faculty, and staff members and fellow parents.
8. Actively participate in parent/school/community partnership.

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



Ridgeway R-V Staff will:

-Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the Missouri Learning Standard as follows:

1. Retain highly qualified principals, superintendent, and teachers.
2. Provide instruction, materials, and high quality professional development which incorporate the latest research.
3. Maintain a safe and positive school climate.
4. Implement an ongoing system of student intervention for maximum student success.

-Participate in annual parent-teacher conferences to:

1. Discuss student progress/grades during the first quarter.
2. Examine the student's cumulative achievement and any pending options by the end of third quarter.

-Report frequently to parents on their student's progress as follows:

1. Weekly/Daily/ grades and feedback from the classroom teacher.
2. Quarterly Grade cards/reports sent home by classroom teacher.

-Be accessible to parents through:

1. Phone calls or person-to-person meetings.
2. Scheduled consultation before, during or after, school.
3. Scheduled school or home visits.
4. Lumen parent portal and website.

-Practice Teamwork and collaborations principles in the parent/school community partnership:

1. Ongoing communication between school and home on a regular basis.
2. Publicizing student achievement through scoring guides, notes and phone calls, awards assemblies, parent participation during daytime and evening hours.
3. Parent advisory session providing parents with information and opportunity to provide school information as part of the parent/school/community partnership.

-Promote parent opportunities to celebrate, volunteer, observe, and participate in their students academic and classroom activities as follows:

1. Listen to and observe students reading, writing, computing, and problem-solving.
2. Present at the Family Night Program twice a year with students.
3. Assist with holiday program, parties, educational trips, etc.

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.

This information is reviewed at the parent involvement night during parent teacher conferences.

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.

Parent involvement nights are designed to focus on instructional strategies and make available resources that parents can use at home to improve student achievement.

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.

Professional Dev. is available as needed to help facilitate positive communication with parents and positive partnerships with the community.

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.

All activities are combined with other programs such as 21 C. learning center and preschool.

- 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](#)

## 1050 RIDGEWAY HIGH

### 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

3/16/2023

## NEEDS ASSESSMENT: SCHOOL PROFILE

### Student Demographics

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

- Enrollment (Required)
- Grade level (Required)
- Ethnicity (Required)
- Attendance (Required)

- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

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

Strengths:

low discipline referalls

Weaknesses:

socioeconomic status is low

Indicate needs related to strengths and weaknesses:

Our MAP/EOC scores have annually decreased specifically in Mathematics. The district is concerned and is spending more funds on mathematics resources, curriculum, and instruction.

## 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:

100% graduation rate

Weaknesses:

Multi-year trend shows a decrease in reading and math from MAP scores leveled proficient or advanced.

Indicate needs related to strengths and weaknesses:

Met with new HS English teacher to create an 80% goal for reading next year. Also, using the supplemental math/reading teacher to support with bi-weekly meetings for the team.

## 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:

Working on all curriculum in digital format to be easily and seamlessly shared.

Weaknesses:

The curriculum work for digital format is still being installed. The district is meeting some resistance with certain formats and compatibility. Furthermore, in reflection, there may be more need in resources.

Indicate needs related to strengths and weaknesses:

The most difficult need is retaining certified teachers in the math and reading fields. Furthermore, finding a one size fits all system. Our implementation is still a work in progress; already have a DCI rep planned for most if not all teacher in-services to finish up the curriculum revamp 2023-2024 school year.

## 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:

The district has some quality teachers, some new curriculum for K-8, and new digital formatting that supports our curricular standards.

Weaknesses:

Uncertified staff, outdated curriculum and books, and hard to retain and or attract 'highly qualified' staff by DESE standards.

Indicate needs related to strengths and weaknesses:

Recruitment and retaining of 'highly qualified' staff, funding for a curriculum reboot in high school; specifically in mathematics and reading, and professional development to support.

## 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:

We have several parents that are great resources to our students, staff, and community. Our small district is tight-knit and friendly.

Weaknesses:

Because of our area being quite rural, there are few job opportunities for parents and families; therefore, it is difficult to work out times for parents to be involved since they travel for work.

Indicate needs related to strengths and weaknesses:

I would love to be able to host more family activities that are partnered with highly attended sporting events or carnivals in order to get more parent involvement in school items.

## 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:

Small community gives time for more "family" feeling. Families are easily identifiable, accessible, and information is shared more freely. This also gives the district the ability to create small, intimate classrooms, that provide a home-like feeling for students.

Weaknesses:

High number of elder community--meaning not a lot of children in district, limited housing, and high poverty.

Indicate needs related to strengths and weaknesses:

Recruitment; we have worked on this in the past- but working on recruiting and staying on top of enrollment. We also started a PK full time recently to recruit families that have small children and/or teachers that need day care. In the future we are working on providing a 6 month-3yr day care option for staff and community.

## 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	Supplemental math and reading, curriculum
2	more parent and community involvement
3	Recruitment and retention of highly qualified teachers

# 1050 RIDGEWAY HIGH

## 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	Jandy Whitaker	
2	Teacher	Ginger Bennett	
3	Principal	Chris Thomas	
Plan Development Meeting Dates			
	Meeting Date		
1		03/15/2023	

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

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Select... ▾		

## 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 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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

2	<input checked="" 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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	
6	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	

Delivery of Title I funded supplemental instruction services

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input 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"/>



- 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

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

Description of how strategy/strategies will strengthen

- 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

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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

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

---

## 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**



District/LEA: 041-005 RIDGEWAY R-V Year: 2023-2024

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

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## 4020 RIDGEWAY ELEM.

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Type of Title I.A program

- Schoolwide  
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*Section 1116 (c)(2)*

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



## Ridgeway R-V School and Staff Will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the Missouri Learning Standards as follows :

1. Retain highly qualified principal, superintendent and teachers.
2. Provide instruction, materials, and high quality professional development which incorporate the latest research.
3. Maintain a safe and positive school climate.
4. Implement an ongoing system of student intervention for maximum student success.

- Participate in annual parent-teacher conferences to:

1. Discuss student progress/grades during the first quarter.
2. Examine the student's cumulative achievement and any pending options by the end of the third quarter.

- Report frequently to parents on their student's progress as follows:

1. Weekly / Daily grades and feedback from the classroom teacher.
2. Monthly suggestions/positive notes from the classroom teacher.
3. Mid-quarter reports mailed from the school.
4. Quarterly grade cards/reports sent home by the school.

- Be accessible to parents through:

1. Phone calls or person-to-person meetings.
2. Scheduled consultation before, during, or after school.
3. Scheduled school or home visits.
4. Lumen Parent Portal and website .
5. Be respectful in all communication and collaboration with students, parents and fellow staff members.

- Practice teamwork and collaboration principles in the parent/school community partnership through:

1. Ongoing communication between school and home on a regular basis.
2. Publicizing student achievement through scoring guides, notes / phone calls home, awards assemblies, parent participation activities during daytime and evening hours.
3. Parent advisory sessions providing parents with information and opportunity to provide school information as part of the parent/school/community partnership.

- Promote parent opportunities to celebrate, volunteer, observe, and participate in their student's academic and classroom activities as follows:

1. Listen to and observe students reading, writing, computing and problem-solving.
2. Present at the Family Night Program twice a year with students.
3. Assist with holiday programs, parties, educational trips, etc.

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.

This information is presented to parents via meeting nights as well as sent home informational packets with students. We use teacher ease system to help share digital formats of assessment scores, progress, testing, and grades. Furthermore, our CSIP, and vision, mission, and goals are displayed frequently within the halls and on the school website and handbook.

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.

Parent involvement nights are designed to focus on instructional strategies and make available resources that parents can use at home to improve student achievement.

- 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.

Professional Development is available as needed to help facilitate positive communication with parents and positive partnerships with the community.

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.

All activities are combined with other programs such as 21 C learning center and preschool.

- 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 RIDGEWAY 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

3/3/2023

## NEEDS ASSESSMENT: SCHOOL PROFILE

### Student Demographics

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

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

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

Strengths:

Subgroup achievement is very similar to overall achievement.

Weaknesses:

We have a high number of low socioeconomic status students. Our subgroup cell size is often not large enough to compile data. Mathematics and Reading are continually and gradually declining in scores.

Indicate needs related to strengths and weaknesses:

Enrollment is waxing and waning intermittently and we have a high population of students in the area that attend other schools either because family works in that district or by guardianship. Furthermore, there is a need to build the mathematics and reading foundations in the elementary to increase the MAP/EOC scores.

### 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:

We have recently purchased a K-8 program for mathematics that will help teachers create like-minded and leveled progress monitoring for reading and mathematics. We have great hopes for this program. We have a great foundation of teachers and community willing to put in the time for these programs.

Weaknesses:

The percent of students scoring proficient or advanced in mathematics has been less than 20% the last three years. Reading and Math are our main target areas for this year.

Indicate needs related to strengths and weaknesses:

The number of students achieving proficient or advanced MAP scores need to increase specifically in Math and Reading. Need supplemental instruction for mathematics and reading.

## 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:

ELA and Math curriculum is aligned to the Missouri Learning Standards. Classrooms have appropriate manipulatives to go along with the math curriculum.

Weaknesses:

There appears to be a need for re-teaching many concepts in mathematics and reading. This year, specifically, we have had a lot of "move-in" students that are below basic in math and reading. The district is worried what this years' scores will look like.

Indicate needs related to strengths and weaknesses:

Mastery of concepts at each grade level is needed. Schedules should be re-evaluated to make sure appropriate time is allowed for all subjects; specifically math and reading. Supplemental math and reading times and programs are needed.

## 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 staff are appropriately certified. Title teacher is a reading specialist. Professional development is available to all staff members.

Weaknesses:

High teacher turn-over leads to a lack of consistency. We often only have one candidate for open positions and sometime those candidates are either not properly certified or 1st year teachers.

Indicate needs related to strengths and weaknesses:

High quality teacher retention is a need as well as recruitment.

## 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:

Parents show strong support of the school. Health services are available often and the health department has partnered with parents and the school to offer new mental health and physical health.

Weaknesses:

The number of parents willing to participate in events is small. Communication from parents regarding student progress is limited. There is a large need of parent education in the area.

Indicate needs related to strengths and weaknesses:

An increase in communication to families is a need; as well as finding a way to get the parents in the building for events that aren't sports related (not that we don't want them at sporting events). The district struggles with getting families to participate in math-a-thon events, family reading nights, etc.

## 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:

Average class sizes are small. More 1 on 1 classroom availability. Many generational students.

Weaknesses:

Large population of poverty level students/families. Tax rate for the area is quite high and there is little to no options for housing inside the district lines.  
Combined classrooms are challenging for instructional delivery.

Indicate needs related to strengths and weaknesses:

There is a need for both small group and individual intervention in math and reading, as well as push in to the regular classroom. This all needs to be included in the schedule.

## 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..."

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

Prioritized needs

1	Math academic performance in all grades, need for supplemental mathematics support for increased performance. Reading academic performance in all grades, need for supplemental mathematics support for increased performance. Increase family involvement.
---	---

Schoolwide Program [Hide](#)

## 4020 RIDGEWAY 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	Jandy Whitaker	
2	Teacher	Ginger Bennett	
3	Principal	Chris Thomas	
Plan Development Meeting Dates			
1	Meeting Date	03/07/2023	

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

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Select... ▾		

**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 checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Instructional personnel	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Class size reduction**

<input 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

Data collected on state and local assessments is used to identify needs of students. Those needs are addressed through regular class instruction as well as small group and individualized instruction. This instruction will take place in the regular classroom and in the Title I intervention room.

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

Description of how strategy/strategies will strengthen

Staff utilizes formative assessments, tracking of student data, current instructional resources, professional development and collaborative planning to develop interventions appropriate for each student.

- 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

Students identified as not meeting identified targets will receive additional instruction by the Title teacher.

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

Elementary teachers receive training in DIBELS administration, Pathways to Reading, Eureka Math and Data teams.

**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 operates a district funded half day preschool program. Preschool families are invited to all family program/events. Each spring the preschool students are invited to spend a morning in the kindergarten classroom.



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**

**DESE Comments**

**Current User:** jlbeavers

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