

District/LEA: 015-002 CAMDENTON R-III Year: 2026-2027

Funding Application: Plan - School Level - 4020 DOGWOOD ELEMENTARY Version: Initial Status: Submitted

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 DOGWOOD ELEMENTARY

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.

Dogwood Elementary collaborates with parents throughout the year to review and update the Parent and Family Engagement Policy. Our approach includes the following steps:

Ongoing Parent Advisory Team Meetings: The Parent Advisory teams meet regularly throughout the year to discuss and suggest updates to the family engagement policy. Parents actively participate in these meetings to shape the policy based on family needs and district goals.

Finalized Policy Accessibility: Once finalized at the end of the year, the updated policy is made widely accessible to families through multiple channels. It is presented at family events, shared on the district website, included in physical and online resources, and made available in various locations for easy access.

Continuous Parent Feedback Collection: Throughout the year, we invite and collect feedback from parents during advisory meetings, family events, and through additional communication channels. This feedback is reviewed annually to inform potential updates to the policy, ensuring it continues to meet the community's evolving needs.

- ☒ 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.

All information is provided to parents for their review and input during building parent advisory meetings. Academic and perceptual data is reviewed with parents in order to formulate the best plan for the building.

- ☒ 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.

All information is provided to parents for their review and input during building parent advisory meetings. Academic and perceptual data is reviewed with parents in order to formulate the best plan for the building.

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.

Title information is presented several times to parents throughout the school year at many daytime and evening family events. Information is given on the website, in the handbook, and with materials sent home to families.

- ☒ 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 has worked to align curriculum to the Missouri Learning Standards. The district will utilize the K-5 mCLASS System to monitor students progress with their grade level Missouri Learning Standards. All students in grades K to 5 will be administered three screeners per school year. The results of those assessments give data to the students, parents, teachers, and admin in determining how the student is progressing in learning their grade level standards. Our PreK program will begin as assessment schedule during the 26-27 school year. This data will be used to inform the previously mentioned stakeholders, as well.

- ☒ 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)*

Make sure they are in school every day possible. Check that homework is completed. Participate in parent school activities. Be aware of my child's extracurricular time and activities. Stay informed about my child's education by reading all communications from the school and responding appropriately.

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

Retain highly qualified principals and teachers. Provide instruction, materials, and high quality professional development which incorporates the latest research. Maintain a safe and positive school climate.

- ☒ 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.

Frequent parent communications are sent home most generally on a weekly basis. This information includes student progress with class curriculum and standards. Assessment results are shared with parents. Parents are encouraged in ways to support their child's academic needs. Parent Teacher conferences are held in the fall and as often as needed for student success.

- ☒ 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 school sends parent information reports home to parents giving them precise skills that can be supported from home. The district uses standards based report cards so parents are aware of skill deficits and can assist their children at home. Teachers work to provide home practice materials for parents.

- ☒ Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Teachers work closely with the elementary curriculum and assessment director and administrators to support parents working with their children.

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 family activities and events are conducted through the lens of all federal programs to support our families and students.

- ☒ 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 DOGWOOD ELEMENTARY

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

Date of Needs Assessment

5/19/2026

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:

Dogwood is a PreK to first grade school that feeds into a second and third grade building. The staff of Dogwood Elementary collaborated and created a purposeful vision statement. The statement drives the decision making and action steps in all that we do. Dogwood Elementary is all about KIDS (Kindness, Inclusion, Dedication and Success).

Dogwood believes in the Science of Reading and is engaging in curriculum that follows this belief system. Our students are growing in their literacy skills, which will have positive impacts on their future. We are utilizing our Title Reading Staff to provide an additional layer of intervention in the area of literacy for struggling students as well.

Dogwood Elementary utilizes a building leadership team and a behavior support team. These teams help to lead the building through distributed leadership, ultimately impacting student success.

Weaknesses:

Dogwood Elementary faces challenges related to high mobility rates and a considerable number of students from lower socioeconomic backgrounds, which affect attendance, engagement, and consistency in academic progress, especially in literacy. Additionally, while the establishment of a Behavior Support Team has provided a foundation, ongoing behavioral and social-emotional needs among students continue to impact the learning environment, highlighting a need for further support in behavior management and self-regulation skills.

Indicate needs related to strengths and weaknesses:

To address the literacy challenges associated with high mobility and socioeconomic factors, Dogwood seeks continued Title I funding for a Supplemental ELA teacher, who would provide targeted literacy interventions that align with the Science of Reading and enhance the efforts of the current Title Reading Staff. Furthermore, to strengthen the behavioral support initiative, we will increase parental engagement to support student behavior and attendance goals.

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:

Universal screeners, benchmarks, and diagnostic assessments

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

Strengths:

Based off of the current school year's data, student achievement levels demonstrate a consistent percentage of growth at each respected grade level.

Weaknesses:

While students are growing academically, we believe there continues to be room for improvement. Recent assessments indicate a need for targeted support in English Language Arts. Currently, we need to funnel resources to fully address achievement gaps in reading and literacy. This gap highlights the necessity of providing additional, intensive ELA instruction to support struggling readers and improve overall literacy outcomes.

The math data is lower in comparison to the reading data. We are currently preparing for a math pilot with training to begin to (hopefully) correct course.

Indicate needs related to strengths and weaknesses:

Title I funds will be directed toward Supplemental ELA teachers and a TMC (.2) shared among 5 elementary buildings to meet the identified needs. These positions will focus on providing dedicated instructional support in reading and literacy, enhancing core instruction, and effectively addressing student learning gaps.

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:

Based on the current school year's data, student achievement levels are growing from beginning of the year to the end of the year.

Weaknesses:

While students are growing academically, we believe there continues to be room for improvement. Recent assessments indicate a need for targeted support in English Language Arts. Currently, we need to funnel resources to fully address achievement gaps in reading and literacy. This gap highlights the necessity of providing additional, intensive ELA instruction to support struggling readers and improve overall literacy outcomes.

Again, the math data is lower in comparison to the reading data. We are currently preparing for a math pilot with training to begin to (hopefully) correct course

Indicate needs related to strengths and weaknesses:

Title I funds will be directed toward Supplemental ELA teachers to meet the identified needs. These positions will focus on providing dedicated instructional support in reading and literacy, enhancing core instruction, and effectively addressing student learning gaps.

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:

Staff has been going through high quality professional development in the area of literacy.

Weaknesses:

Funding and time are continual struggles for the district.

Indicate needs related to strengths and weaknesses:

Administrators will continue to provide structures and processes to gather student data, analyze for skill gaps and overlaps, and provide teachers with strategies to support students as they work to grow each student a full academic year in reading and math.

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:

Families are encouraged to attend music programs, family events and special assemblies offered periodically throughout the year. The Parent Advisory Team has been established and active. A Buddy Pack program is in place to provide nutritional food and snacks for students.

Weaknesses:

Parent/Guardian work schedules make it difficult to attend some of the activities, as well as asking building staff to give up their own family time to help coordinate events outside of the school day.

Indicate needs related to strengths and weaknesses:

Research on creative ways to involve families and staff in meaningful ways.

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:

Dogwood Elementary has created a clear vision for our building. Our average class sizes are around 17 students. We are committed to fostering an environment centered around learning and a high sense of belonging. Our building leadership team and parent advisory team have solid voice in the direction we are going. A student handbook is shared yearly with parents and students that addresses expectations and protocols followed.

Weaknesses:

Like many other districts across the nation, we continue to see student behaviors on the rise.

Indicate needs related to strengths and weaknesses:

Additional support in the area of student behaviors.

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 top priority is funding Supplemental ELA teachers and a TMC (.2) which is shared between the 5 elementary buildings, to provide targeted literacy support for students.
- 2 The second top priority is utilizing assessment data to drive instruction. Dogwood will utilize Amplify mCLASS as a universal screening measure three times a year, and Project Read UFLI Data Dashboard for weekly progress monitoring.
- 3 Another top priority is enhancing parent involvement to support positive student behaviors and foster a collaborative approach to social-emotional growth.

Schoolwide Program [Hide](#)

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	Kayla Paterson	
2	Teacher	Linda Sheriff	
3	Principal	Angelina Rogers	
4	Principal	LuTana Griffin	
5	Teacher	Karen Webb	
6	Teacher	Casey Lohman	
7	Parent	Rebecca Arnone	
8	Teacher	Jeannie Hannigan	

Plan Development Meeting Dates			
1	Meeting Date	05/19/2026	

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	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	☐ 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

Data from universal screeners and other classroom formative assessments will be used to form intervention groups for students to meet their learning needs to close their academic gaps.

☐ 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

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 who are most at risk will receive specific interventions to close their academic gaps identified through universal screeners and classroom formative assessments.

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

The elementary director of curriculum and assessment and building administrators will continue to provide professional development based on student data that describes the learning gaps that need precise attention for their students.

☐ **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.

[Save Comments](#) [School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

District/LEA Comments

