



District/LEA: 115-911 CITY GARDEN MONTESSORI Year: 2025-2026

Funding Application: Plan - School Level - 6955 CITY GARDEN MONTESSORI ECEC Version: Initial Status: Returned to LEA

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](#)

6955 CITY GARDEN MONTESSORI ECEC

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 school obtains parent agreement to the Parent and Family Engagement Policy as part of the annual enrollment and orientation process.

- Families receive the policy digitally during online registration and in print in the Family Handbook.
- Parents confirm their agreement electronically when completing registration or by signing the acknowledgment form provided at the start of the school year.
- The policy is reviewed at fall curriculum meetings and again during the spring Title I Evaluation Meeting to reaffirm mutual understanding.
- Families may request clarification from the Principal or Director of Curriculum and Instruction at any time.

This approach ensures each family has clear access to the policy and an equitable opportunity to understand and agree to its expectations.

- ☒ 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.

Each year, City Garden Montessori convenes fall and spring Title I meetings to provide an annual overview of the year's outcomes, share program data, and plan for the upcoming school year. Parents participate in reviewing the Parent and Family Engagement Policy, providing input on revisions, and confirming agreement prior to submission. The school also gathers family feedback through surveys, conferences, and the Parent Action Committee, ensuring an ongoing annual cycle of collaboration that informs continuous improvement.

- ☒ 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.

Through surveys and monthly meetings, parents are encouraged and expected to give input regarding the improvement of the school, parent and family engagement policy and procedures. We also have a PAC. Which is our Parent Action Committee. The principal meets monthly with the leadership team to plan, review and discuss family engagement. The principal works collaboratively with this parent leadership group.

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.

The school provides families with clear, consistent information about the Title I program throughout the year.

- Information is shared at the spring Title I meeting and during the fall curriculum events, which are recorded and made available online.
- Key components of the schoolwide program—including supplemental literacy and numeracy supports, assessments, and parent resources—are communicated through newsletters, website updates, and direct messages from teachers.
- The Family Resource Coordinator and principal ensure that materials are written in family-friendly language and available in digital and printed formats.

This communication process helps parents understand how Title I resources enhance classroom instruction and extend learning beyond the school day.

- ☒ 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.

Families receive information about the school's Montessori-based curriculum and assessment systems through ongoing events and communications.

- Parent Curriculum Events provide overviews of Montessori learning sequences aligned with the Missouri Learning Standards.
- Teachers share classroom-level progress data using tools such as i-Ready Reading and Math, the Kindergarten Observation Form, Brigance, and progress monitoring from the Montessori Reading Remediation Pathway.
- The school provides clear explanations of how these assessments measure growth and readiness for the next grade level.
- Although statewide MAP assessments are not administered at this level, families are informed about how kindergarten outcomes prepare students for later proficiency measures.

This ensures parents understand both the Montessori framework and the academic expectations guiding student growth.

✓ 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 child's education in the following ways:

- Encourage respectful behavior
- Support the efforts of the school by ensuring regular and timely attendance at school, whether in person or virtually
- Attend Parent-Teacher Conferences and other school sponsored activities (in-person or virtually, depending on safety considerations)
- Ensuring student(s) has necessary equipment and internet access to participate in virtual lessons and/or contact City Garden for support in acquiring these items
- Stay informed about student progress and communicate with school by reading and responding to school notices as appropriate.

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

The City Garden Staff will:

- Provide certified teachers, develop appropriate high quality curriculum and instruction, and create an effective in-person or virtual teaching and learning environment specifically designed to ensure maximum student performance.
- Host an orientation (in-person or virtually, depending on safety considerations) for new City Garden families prior to the start of school to inform parents of expectations, procedures, policies, report card review, and exploration of curricula.
- Host annual curriculum nights (in-person or virtually, depending of safety considerations) in literacy, math, and/or science.
- Provide many and varied opportunities (in-person or virtually, depending on safety considerations) for parent involvement and education scheduled at mutually convenient times to support parents efforts to take responsibility for high student performance.
- Maintain communication with parents through newsletters, conferences, telephone calls, notes, emails, virtual meetings, and the Parent/Student handbook.
- Provide written evaluations to parents informing them of their students academic performance, attendance, and social-emotional development.
- Conduct a yearly survey that allows parents to evaluate

☒ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☒ Issuing frequent reports to parents on their children's progress
- ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☒ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

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

- ☒ Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

The school provides parents with multiple opportunities each year to better understand curriculum expectations and student progress measures.

- Parent Curriculum events introduce families to the Montessori framework and its connection to the Missouri Learning Standards.
- Staff members explain how classroom observations, progress reports, i-Ready diagnostics, and the Kindergarten Observation Form provide data on student growth.
- Families learn how to use progress updates to support their child's learning at home and how to communicate with teachers about individual goals.
- The principal and Dean of Students host midyear and spring review sessions to discuss assessment cycles and progress monitoring data.

These structures ensure families can interpret results, engage meaningfully with educators, and partner in continuous student improvement.

- ✓ 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 offers materials and training that help families reinforce classroom learning at home.

- Academic-focused family engagement sessions throughout the year include practical strategies for supporting literacy, numeracy, and language development.
- Teachers model hands-on Montessori activities and reading routines families can replicate using simple home materials.
- Families receive access to i-Ready Learning Pathways and other digital extensions that align with classroom instruction.
- Printed and digital resources are provided in accessible language, and families can request additional guidance from teachers or the Family Resource Coordinator.

These activities build parents' confidence and capacity to extend learning outside the school day, reinforcing the home-school partnership.

- ✓ 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 school promotes ongoing professional learning for staff on building strong partnerships with families.

- Through coaching cycles, collaborative lesson study, and professional learning communities, staff examine communication practices that strengthen family relationships.
- During family events, parents provide input on effective communication and school support strategies.
- The principal and Dean of Students share parent feedback in staff meetings to guide continuous improvement.
- Annual professional learning also includes sessions on effective progress monitoring communication, family conferencing, and supporting transitions between Montessori levels.

This structured approach ensures all staff understand how to collaborate with families as partners in student success.

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

achievement, the school

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

Describe plans to coordinate and integrate.

The school coordinates family involvement and support services across multiple community partnerships.

- City Garden participates in the St. Louis Preschool Collaborative, which includes public and community preschool programs such as Head Start.
- The school partners with local agencies to share resources that support early learning, family stability, and school readiness.
- The Family Resource Coordinator connects families with external services related to early childhood development, health, and family support.
- These collaborations ensure families have access to comprehensive resources that complement the school's instructional and family engagement goals.

Through these coordinated efforts, families receive integrated support that strengthens early academic and developmental outcomes.

- ☒ 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 [Show](#)Schoolwide Program [Hide](#)**6955 CITY GARDEN MONTESSORI ECEC****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	Elizabeth Richardson	
2	Teacher	Travis Woolsey	
3	Principal	Amy Willems	
4	LEA Representative	Mike Flohr	
5	Other Administrators	Cathy Bain	

Plan Development Meeting Dates			
	Meeting Date		
1	05/28/2025		

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS*Sections 1112(a)(1)(B), 1114(b)(5)*

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A	Mike Flohr	LEA Federal Programs C
2	Title IV.A	Mike Flohr	LEA Federal Programs C
3	Spec. Ed. Part B Entitlement	Cathy Bain	LEA Special Education C

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 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 type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
2	<input type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
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	
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	
5	<input type="checkbox"/> Other	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	

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

Tier 2 instruction in reading and mathematics is delivered through of in-class small-group interventions provided by the student's classroom educator.

- Teachers use diagnostic and progress-monitoring data from i-Ready, the Kindergarten Observation Form, and classroom assessments to guide instruction.
 - Within the classroom, Guides provide differentiated support aligned to the Montessori sequence and Missouri Learning Standards.
 - WIN (What I Need) groups operate Monday-Thursday during the instructional day, allowing targeted practice in phonological awareness, decoding, number sense, and place value using resources from the i-Ready Teacher Toolkit and supplemental Montessori materials.
 - Collaborative lesson-study cycles and coaching sessions help staff connect Montessori materials and lesson presentations to explicit literacy and numeracy skill development.
 - Professional development focuses on effective questioning, modeling, feedback, and guided practice to accelerate learning for students below benchmark.
 - Instructional strategies strengthen the academic program by integrating Montessori pedagogy with evidence-based practices aligned to Missouri Learning Standards.
- The Literacy Support Specialist (alternative funding sources) provides additional targetted instruction for students who demonstrate greater need, collaborating with the principal to ensure alignment with the Science of Reading and state standards.

These coordinated methods strengthen Tier I instruction and ensure supplemental supports are targeted, measurable, and sustainable within the school-wide model. All services are coordinated through pooled Title I and local resources to ensure equitable access and compliance with ESSA §1114 school-wide requirements.

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

Description of how strategy/strategies will strengthen

Instructional strategies strengthen the academic program by integrating Montessori pedagogy with evidence-based practices aligned to Missouri Learning Standards.

- Teachers use diagnostic and progress-monitoring data from i-Ready, the Kindergarten Observation Form, and classroom assessments to guide instruction.
- Collaborative lesson-study cycles and coaching sessions help staff connect Montessori materials and lesson presentations to explicit literacy and numeracy skill development.
- Professional development focuses on effective questioning, modeling, feedback, and guided practice to accelerate learning for students below benchmark.
- Teachers reinforce foundational skills through small-group and hands-on activities that promote mastery and independence.

These coordinated methods strengthen Tier I instruction and ensure supplemental supports are targeted, measurable, and sustainable within the school-wide model.

- ☐ 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

The school uses progress-monitoring data to identify students performing below expected benchmarks and provides layered supports to address skill gaps.

- Students receive targeted instruction through WIN groups and individualized pull-out sessions based on reading and math diagnostic results.
- Classroom Guides (teachers) collaborate to plan interventions that reinforce core learning while addressing specific decoding, fluency, and numeracy skills.
- Ongoing formative assessments guide reteaching and differentiation, ensuring timely adjustments to instruction.

Through these activities, the school ensures each student-particularly those at risk of not meeting standards-receives coordinated, data-driven, developmentally appropriate support that complements classroom instruction.

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

For 2025–2026, Title I funds will support professional learning in:

- Early literacy instruction using MRRP and Science of Reading–aligned methods.
- Data-driven instruction and progress monitoring through i-Ready.
- Math lesson design and differentiation using Montessori materials and state-aligned standards.

Locally funded professional learning will continue in classroom management, positive school culture, and social-emotional learning to support overall student success.

Coaching is conducted in collaboration with the Dean of Students, Principal, and Director of Curriculum and Instruction.

☐ **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

Based on DESE's second review, the LEA clarified that pull-out tutoring/intervention supports are funded externally. Title I funds now focus on classroom-based Tier II remediation, coaching, and professional development to strengthen Tier I instruction and ensure compliance and coherence.

DESE Comments

Email: william.bechtel@desemo.gov

Current User: mflohr1975

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Ver.