ePeGS

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

District/LEA: 110-029 POTOSI R-III   **Year:** 2021-2022

Funding Application: Plan - School Level - 4040 TROJAN INTERMEDIATE   **Version:** Revision 1   **Status:** Approved

○ Number   ○ Name   [Select District]

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

4040 TROJAN INTERMEDIATE

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.

> We host a beginning of the year parent night where we go over the policy and plan. We also distribute it to all students to take home to parents if they are not able to attend the parent event. In addition, we send the school-parent compact home to all families.

☑ 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 involved in a meeting at the beginning of the year. They are also given a survey at the end of the year and invited to a meeting where planning, review and improvement strategies are discussed and approved.
Meetings are held throughout the school year in order for the committee to review the Title I.A program as well as other federally funded programs. The committee consists of parents, teachers, and administrators from each served building. All parents are invited to attend through social media invitations, newsletters, and flyers. After each family night, parents are surveyed. The data is reviewed during the meetings to make necessary changes.

☑ 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 involved in meetings to help guide the parent and family engagement policy. During the annual evaluation meetings, parents provide input through the surveys. Feedback from these surveys are reviewed, and the plan is reviewed based upon the suggestions. Copies of the policy are given to parents at the beginning of each year as well as posted on the school's homepage.

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.

Open house, parent nights, parent teacher conferences, handbooks, flyers
Information is provided during open house, parent nights, parent-teacher conferences, included in the handbooks, school website, and social media.

☑ 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.

We have an online curriculum where we are in the process of transferring and updating to Google Drive. Once the transfer and revisions to curriculum are updated, we will provide an electronic link if parents want to review the curriculum. Assessments are discussed at parent / teacher conferences, sent home with students, and opportunities are given for phone calls, e-mails, etc... MAP reports are sent home with students and the results are communicated in a manner parents can easily understand.

☑ 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)*

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Parents support their child's learning in the following ways:
    *Make sure child is in school every day possible
    *Check homework is completed
    *Monitor the amount of screen time child has each day - TV, phone,
    computer, etc...
    *Spend time with child reading, playing, etc...
    *Be aware of child's extracurricular time and activities
    *Stay informed about child's education by reading all communications from
    the school and responding appropriately
    *Attend parent conferences, open house, parent orientation, and other
    school functions, on a regular basis throughout the school year
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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)*

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*Provide high-quality curriculum, assessment, and instruction
*Hold parent-teacher conferences and give reports on student achievement
*Maintain a safe and positive school climate
*Be accessible to parents
*Retain highly qualified staff members
*Provide high-quality professional development to all staff members
```

☑ 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.

```
Teachers list the objectives on a weekly newsletter, goal setting and data
binders, progress reports, report cards, powerschool, phone calls, meetings,
parent / teacher conferences
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☑ 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.

We host opportunities for parents to come in to learn about the online programs available to them at home, the SIS program, and practice activities parents can do at home. For those students who are about to enter kindergarten, materials is provided during kindergarten registration that shows expectations for students upon entering kindergarten. Included in this pamphlet are strategies to help students if they are behind. Books are purchased for students throughout the school year, home libraries are created and sent home for all students, and book drives are sponsored with the school and community. Teachers will also provide parents with information on strategies to work with their child at each family event.

☑ 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)*
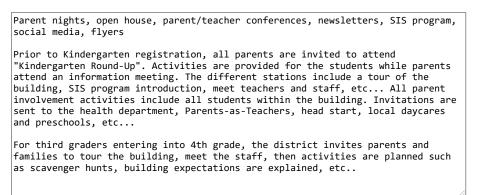
Describe plans to educate school personnel regarding working with parents.

All staff members are trained through mentor / mentee program, new teacher orientation, grade level / content level meeting, faculty meetings, etc... where communication is a key focus of professional development.

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.

Parent nights, open house, parent/teacher conferences, newsletters, SIS program, social media, flyers

Prior to Kindergarten registration, all parents are invited to attend "Kindergarten Round-Up". Activities are provided for the students while parents attend an information meeting. The different stations include a tour of the building, SIS program introduction, meet teachers and staff, etc... All parent involvement activities include all students within the building. Invitations are sent to the health department, Parents-as-Teachers, head start, local daycares and preschools, etc...

For third graders entering into 4th grade, the district invites parents and families to tour the building, meet the staff, then activities are planned such as scavenger hunts, building expectations are explained, etc..

☑ 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 <u>Hide</u>

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COMPREHENSIVE NEEDS ASSESSMENT (school level)
Section 1114(b)(6)

☑ A comprehensive needs assessment of the entire school has been conducted.

☑ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

4/16/2021

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:

> Trojan Intermediate serves students in grades fourth through sixth grade. Staff has consistently been trained on serving low, socio-economic students. Tracking growth. The building does not have a high-turnover in staff.

Weaknesses:

> Monitoring and tracking the mobility of students, declining attendance rate, and types of discipline

Indicate needs related to strengths and weaknesses:

> High special education population that requires tier II and III instruction; seek positive reinforcement to counter behavioral issues

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:

> Diagnostic Testing (Study Island, Exact Path); Common Formative Assessments; DRA2

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

Strengths:

> Increased awareness of rigor and expectations aligned to the MLS. Increased awareness of effective instructional practices. Staff has a data file that is kept for each student. 6th grade has shown the most consistent growth in both areas of math and ELA. Reading levels have increased with more students reading at or above grade level than previous years.

Weaknesses:

> High number of basic and below basic scores, especially in 4th grade, SPED, and at-risk population. Math shifting from procedural to more conceptual

Indicate needs related to strengths and weaknesses:

> Data based decision making to target specific student instructional needs. Additional training in core curriculum areas. Continue to maintain Title 1 staff for Reading/ELA and math to provide supplemental instruction to help maintain classroom size during core content learning. Additional time for staff to vertical team to help close the gaps in curriculum.

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:

> Assessments items are aligned to specific standards tied to instructional practices. Materials are purchased to supplement the curriculum, including technology. Title teachers are scheduled to assist and support the classroom teachers. PD is given to increase the effectiveness of instruction.

Weaknesses:

> Lack of higher-order thinking activities at all grade levels, vocabulary and spelling instruction, and number sense instruction in math. Provide more time for science and social studies activities with a focus on STEM.

Indicate needs related to strengths and weaknesses:

> Ongoing PD, additional technology, increase supplies to meet the need of the
> curriculum, small class sizes, STEM activities

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 teachers are certified in the areas they teach. Strong support system with
> Title 1 teachers.

Weaknesses:

> Decrease in applicants for open postions. Provide additional professional
> development for staff in science and social studies curriculum along with STEM
> activities.

Indicate needs related to strengths and weaknesses:

> We still desire to train our teachers in meaningful, researched based
> professional development in the areas of reading, math, science, and social
> studies.

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:

> Parent involvement opportunities are plentiful with engaging activities planned
> at each event. District has developed a partnership with a local organization
> that sends food home on weekends to identified students. District is working with
> community coalition to help prevent drug and alcohol abuse. To better increase
> communication with staff and parents, staff uses Remind 101, class dojo, district
> website, district Facebook page, district twitter page, email, and newsletters.

Weaknesses:

> Find a way to help provide consistency with attendance at all activities. It
> appears the family night where federal programs is reviewed has the lowest
> attendance. Provide more mental health awareness.

Indicate needs related to strengths and weaknesses:

Continue to offer a variety of engagement activities during each family event.
Keep seeking ways to increase attendance for all planned events. Provide training
to students and staff on mental health awareness, poverty, and trauma

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:

School is recognized as a PLC Exemplary building. Mission and vision is posted
throughout the building and on the website as well as social media. Positive
school climate. Administrative and teaching team is stable.

Weaknesses:

Class sizes could be smaller, even though they are within the acceptable DESE
standard range. Written smart goals specific to mission, vision, climate.

Indicate needs related to strengths and weaknesses:

Mental Health discipline strategies for students and staff.

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	Student achievement-specifically closing the gaps in Math and ELA (grammar, vocabulary, and number sense) between second and third grade to increase the number of students performing at the proficient and advanced levels on 3rd grade MAP tests.
2	Increase instructional practices to increase effect size
3	Increase materials available to students
4	Provide additional training/professional development opportunities for teachers in Science, Social Studies, technology, reading, math, and mental health care.
5	Increase technology to all students

Schoolwide Program <u>Hide</u>

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SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

 ☑ **Supplemental instruction**

	Subject areas and grade levels to be served (mark all that apply)	
1	☑ 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

```
Students will work with the Title teachers in whole group and/or small group
instruction. In addition, title funds will be used to supplement instruction
through the purchase of materials and supplies and technology. This will be used
for remediation/intervention or enrichment.
```

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

Description of how strategy/strategies will strengthen

```
Based on teacher evaluation data and formal/informal conversations, teachers do
not provide enough opportunities for students to engage in critical thinking
activities. Looking through the data, higher DOK questions show an area of
weakness for students through common formative assessments as well as on
summative assessments. Professional development will be provided to help staff
better understand how to support higher-order thinking in the classroom.
```

☑ 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

```
Gifted program, RTI, differentiated instruction, pre/mid/post assessments built
into units of study
```

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

```
Tutoring, intervention, small group instruction, effective instructional
practices, co-teach, data based decision making, effective collaboration among
staff
```

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

> The district will provide training for mental health awareness and begin the
> process to become a Trauma-Informed School.

☐ **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

> Missouri Reading Initiative coordinated with effective math and ELA instructional
> Professional development will be provided that supports intense curriculum,
> assessment, and instruction focus. Critical thinking and problem solving will be
> an area of interest for staff as data indicates an area of weakness for the
> elementary building. The staff will work closely with Missouri Reading Initiative
> representatives to help teachers encourage students to become problem solvers as
> well as math representatives from RPDC and Missouri Model to focus on
> metacognition. Teachers will continue to revise curriculum based upon formative
> and summative data.

☐ **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.

[School Level Plan Home] [Print] [Cancel Print Mode]

District/LEA Comments

DESE Comments

Email: kathleen.schwartze@dese.mo.gov
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