



District/LEA: 015-001 STOUTLAND R-II Year: 2022-2023

Funding Application: Plan - School Level - 4020 STOUTLAND ELEMENTARY Version: Initial Status: Approved

Number

Name

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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

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School, Parent And Family Engagement Policy [Hide](#)

4020 STOUTLAND 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.

The elementary school invites parents to participates in the LEAs's biannual parent meetings.

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.

Parent representatives are solicited and agree to participate in the plan developed in cooperation with the Title I Coordinator, Building Principals, and Title Staff.

- 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.

Elementary staff and parents review and revise the school parent and family engagement policy during the LEA's biannual parent meetings.

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.

Flyers shall be developed and distributed at the district open house, just prior to the start of the school year. Similar information shall be posted on the district website.

- 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 information shall be posted on the district website. Two informational meetings shall be planned, one each semester. Parents will be invited through email, text messaging and notes sent home with students.

- 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)*

Monitoring attendance.
Making sure that homework is completed.
Monitoring amount of television their children watch.
Volunteering in my child's classroom.
Promote the positive use of student extracurricular time.
Attend Title I biannual meetings.
Regularly access student information through the district's parent portal.
Regularly check for and read district electronic communications.
Attend informational meetings the first and the second semester for incoming freshman and their families.
Attend the building open house to be held prior to the start of school.
Attend parent/teacher conferences or schedule a phone conference with instructors
When solicited, volunteer to assist with field trips.
Participate in extra-curricular booster organizations.
Attend meetings hosted in the mornings, evenings, and weekends to support parents, i.e. college financial aid counseling, college/career readiness, and study techniques for successful students.

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

Provide targeted academic and behavioral supports to students ensuring all subgroups of students meet their learning targets
Ensure a safe environment conducive to learning
Frequent progress monitoring with formative assessments shall be used for all students to ensure all students make adequate yearly progress.
Provide a guaranteed and viable curriculum aligned to the Missouri Learning Standards.
Provide opportunities for enrichment activities to enhance and support student learning.

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.

Regularly report attendance and post same to the district parent portal.
Regularly update teacher grade books and post same to the district parent portal.
Provide parents with opportunities to volunteer in the classroom.
Provide equitable student extracurricular activities and encourage participation.
Hold biannual Title I meetings and communicate same to parents/guardians.
Regularly send electronic communications to parents/guardians pertaining to the Missouri Learning Standards, Student Assessments, and parent newsletters.
Schedule, hold and communicate same for informational meetings the first and the second semester for incoming freshman and their families.
Schedule, hold and communicate same for an open house to be held prior to the start of school.
Schedule, hold and communicate same for parent/teacher conferences or schedule a phone conference with instructors
Provide parent volunteer opportunities on student field trips.
Communicate extra-curricular booster organizations opportunities to participate.
Schedule, hold and communicate same for meetings hosted in the mornings, evenings, and weekends to support parents, i.e. college financial aid counseling, college/career readiness, and study techniques for successful students.

- 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.

Through posts to the district web page and monthly parent newsletters, designated school staff shall provide training opportunities and materials for parents on how to improve children's study skills or learning in various academic subjects. The teachers will make multiple homework assignments that require students to discuss with their families what they are learning in class. The school will schedule, hold, and communicate workshops to inform families of the high expectations and standards children are expected to meet in each grade level and provide ways for families to support the expectations and learning at home. Engage families in opportunities to work with their children in setting their annual academic, college and career goals.

- 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 will provide teachers and administrators with up-to-date training in the effective engagement of families. The school will provide opportunities for staff to discuss effective practice and to problem-solve parent involvement challenges during regularly scheduled staff meetings. The school will provide staff with the tools they need to partner with families effectively and support the learning connection between home and school.

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 will work with program leaders from ECSE, SPED, PAT, coordinate parent/teacher conferences, open houses, and parent communications to maximize parent involvement across all programs.

- 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 STOUTLAND 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

4/15/2022

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:

The LEA has a smaller teacher to student ratio.
The LEA has smaller class sizes.
The students at the LEA has relatively high attendance.
Students are happy and positive. They want to be at school.

Weaknesses:

There is a lack of parent support in academics and behavior issues.
There is a lack of resources.
There is a lack of necessities for students. (i.e. clothes, shoes, coats)
Student behaviors and lack of Teacher classroom management skills.

Indicate needs related to strengths and weaknesses:

Need:
Parent support in academics and behavior.
Current resources.
Help to families to provide necessities for students.

Student Achievement

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

- MAP results by content area and grade level, including multi-year trends (required)
- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)

- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:

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

Strengths:

Retention rates are low.
Supplemental assistance in ELA.

Weaknesses:

MAP scores are below the state average.
K-3 Reading Levels are below grade level

Indicate needs related to strengths and weaknesses:

Increased MAP scores.
Reading on grade level in K-3.

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:

The LEA uses testing software(i.e. Evaluate) to drive instruction.
The LEA uses what resources are available in the curriculum.
The small percentage of tenured staff has developed extra resources to go with the curriculum.

Weaknesses:

Longevity and experienced staff are to be desired.
Incomplete curriculum and staff needs training on effectively using the curriculum.
Minimal resources for teachers.
Mentoring program.

Indicate needs related to strengths and weaknesses:

Current curriculum.
Retention of staff.
Current resources.
Training on curriculum to effectively use the curriculum.
Mentoring Program

High Quality Professional Staff

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

- Staff preparation
- Core courses taught by appropriately certified teachers

- Staff specialists and other support staff
- Staff demographics
- School administrators

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

Strengths:

The majority of certified staff have appropriate certification for appointed jobs. Therefore, they have the training necessary to educate kids.

The LEA deems necessary to provide quality professional development and/or send to quality professional development.

Weaknesses:

Retaining high-quality staff will provide consistency for students.
Classroom Management

Indicate needs related to strengths and weaknesses:

Retention of highly qualified staff.
Classroom Management

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:

The LEA provides multiple opportunities for the community to be involved. For example, family/community night dinners, grandparent's day, Veteran's Day, Mom Day, Dad day.

Weaknesses:

The LEA needs to be more consistent with Family Nights. The LEA needs to provide communication about specific community opportunities in a timely manner and through appropriate means.

Indicate needs related to strengths and weaknesses:

Communication with community and parents to be consistent and appropriate.

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:

We have a collaborative mission/vision.
There is administration within both schools.
The discipline policy is enforced and followed fair and consistent.
The LEA has less than average class sizes.

Weaknesses:

The LEA struggles with communication of and the revisiting of the mission/vision statement.
The LEA struggles with promoting a positive environment.

Indicate needs related to strengths and weaknesses:

Positive working environment.
Consistency with mission/vision.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

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

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

Prioritized needs

1	Supplemental ELA, Math, and Other teachers
2	Increase students reading on grade level
3	Classroom Management PD

Schoolwide Program [Hide](#)

4020 STOUTLAND ELEMENTARY

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

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

Delivery of Title I funded supplemental instruction services

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

Classroom whole group Foundation instruction daily by trained teachers.
Class size reduction

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

Class size reduction

<input checked="" type="checkbox"/> Grade Levels	K <input checked="" 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"/>
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- 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

Provide consistency with education of the Missouri Learning Standards.

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

Description of how strategy/strategies will strengthen

Cooperative learning, direct instruction, formative and summative assessments, hands-on learning, homework and practice, modeling, journaling

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

The push-in/pull-out strategy will provide students with additional instructional and enrichment time in the area of communication arts.

- 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 push-in/pull-out strategy will provide extra teachers to monitor student learning and progress in the area of communication arts. The Title I teachers and the classroom teachers will collaborate on students and develop plans to intervene with students who are at risk of failing.

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

Strategies will be provided to address behavioral and academic needs within the district.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Provide a positive culture.
Provide current resources.
Development environment in which staff want to work.

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

Visits from the Kindergarten teachers.
Visits to the elementary school.

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: kelli.todd@dese.mo.gov

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