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School Level Plan Home

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

4020 OSAGE CO. ELEM.

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.

Chamois Elementary Parental Involvement Plan was created by parents and Chamois Elementary school. Each year, parents review the plan at the annual Title 1 meeting held the 1st quarter of school year. Parents are encouraged to offer ideas for amending the plan to improve it. Parents vote on whether or not they approve the plan as is.

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 receive a Title 1 Program Evaluation Parent Survey Form for Osage R-1 School District at the end of each school year. This evaluation consists of 4 questions about the Program Structure, 8 questions about the Curriculum and Instruction/Assessment, and 4 questions about the Program Coordination and Articulation. There are also 7 questions about Parental Involvement Activities. They answer each question and can also make comments or suggestions for improving the program.

- 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.

The Chamois Elementary Parental Involvement Plan is reviewed each year at the annual Title 1 parent meeting. Parents are asked to approve the plan as is, or to make suggestions for changes that need to be made to the plan. If changes need to be made, parents discuss possible changes and then we vote.

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.

Each family will receive a Title 1 Parent brochure (either by paper or electronically) at the beginning of each school year. This brochure includes the following information: What is Title 1?; Osage R1 & Title 1; Purpose of Title 1; Eligibility Requirements; School Parent Compact; How Can Parents Get Involved in Their Child's Education?

- 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.

Parents have access to online supplemental activities which support the curriculum used in the classroom. Such programs include: ConnectEd, Spelling City, Alecks Math, Reflex Math, and Moby Max. Furthermore, teachers and administrators explain the various academic assessments that Chamois Elementary School students complete each year. These assessments include DIBELS testing, SRI, SMI, and reading level assessment test. Teachers also explain the curriculum and assessments to parents at Parent-Teacher conferences. Finally, a Title 1 parent meeting is held each year to discuss and explain the MAP achievement test format and how to read the results.

- 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)*

All parents of students in grades K-6 are required to read and sign the "Partners in Learning Osage County R-1 School/Parent/Student Compact." This compact lists responsibilities that students, parents, and school/teachers share in order to provide each child with an opportunity to achieve his/her highest level of success. The parent's responsibilities are as follows:

I will make sure my child attends school regularly and arrives on time

I will make sure my child gets adequate sleep and has a healthy diet.

I will provide a quiet place, time, and home space to support my child's learning.

I will make sure my child understands and completes homework.

I will stay informed about my child's education and communicate with the school by promptly reading all notices from the school and responding as appropriate.

I will insist my child take responsibility for his/her own actions.

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

All teachers of students in grades K-5 are required to read and sign the "Partners in Learning Osage County R-1 School/Parent/Student Compact." This compact lists responsibilities that students, parents, and school/teachers share in order to provide each child with an opportunity to achieve his/her highest level of success. The school/teacher responsibilities are as follows:

We will provide highly qualified teachers who will teach using our high-quality curriculum.

We will provide a supporting and effective learning environment for our students.

We will communicate and work with families to support student learning.

We will show respect to parents, students, and family situations.

We will provide parents opportunities to volunteer and participate in their child's educational experience by being room parents, going on field trips, and by hosting Title 1 meetings.

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 principal will refer parents with questions to the DESE website where they can find FAQ concerning MLS. MAP scores will be presented and explained by principal at parent Title 1 meeting and sent home to all parents whose children took the MAP assessment.. Local assessments such as SRI, SMI, DIBELS, and level reading assessment testing and progress monitoring will be discussed and explained at parent Title 1 meeting and will also be explained by teachers at Parent-teacher conferences. Teachers will use communication such as DOJO, newsletters, e-mails, Friday folders, parent-teacher conferences, and verbal communication with parents to discuss ways to work together to improve their children's achievement.

- 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.

Teachers and staff will communicate with parents through DOJO, newsletters, Friday folders, e-mail, phone calls, and parent-teacher conferences providing materials to parents to help their children improve achievement in school. Teachers will provide parents with website addresses, lists of appropriate apps, games and extra worksheets, flashcards, student books, and strategies to use when working with their children at home. Title 1 will sponsor a Reading/Math Fun Night each year to expose parents to a variety of learning games and techniques to help their children improve achievement in the areas of Reading and Math. Title one also hosts a virtual author's night.

- 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 principal will provide educational reading materials to teachers which introduce different teaching strategies and interventions. The principal will e-mail teachers links to various educational websites which can be used to create lessons that help students improve achievement scores. The district will provide Professional Development days that focus on strengthening the ties between home and school. The principal will conduct monthly staff meetings and collaboration time for teachers. The district will sponsor functions that build ties between parents and the school such as Open House, Parent-Teacher conferences, Title 1 parent meetings, PTO meetings, and Kindergarten registration.

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.

-PAT will conduct home visits and parent meetings to help parents become more involved in educating their children. The principal will solicit donations from local businesses to use as Reading Incentive prizes. The district will provide meetings such as Reading/Math Fun Night to encourage parents (and educate them on how) to work with their children at home.

-Preschool screening is held each spring

-Parents and students meet the teacher, gain needed information, tour the school, and eat a meal in the lunchroom each spring at Kindergarten Roundup.

-PAT does multiple screenings on preschool children during the year.

-Preschoolers in the 4-year-old program are DIAL tested twice a year.

-School Nurse does vision and hearing screening for incoming kindergarten students in the Spring.

-Preschool children are welcome to attend Title 1 parent meetings, Reading/Math Fun Night, and the Title 1 Carnival with their parents and older siblings. Attending these meetings and events help younger children to acclimate themselves to the Elementary building and gives them a chance to meet and interact with some of the Elementary school teachers and students.

-Preschool children are invited to attend different elementary and high school programs such as music programs and concerts, the Book Fair, the Halloween "parade," and other special events. Attending these events will expose preschoolers to different rooms and buildings throughout the elementary and high schools. They will have an opportunity to interact with many teachers and other students in the elementary and high schools. They will also learn what behavior is expected of elementary and high school students.

-Preschool children participate in all emergency drills (They shelter in the elementary building drill during tornado drills).

-All parents/students will be invited to take part in Title 1 activities/meetings (including students with disabilities and homeless students). Osage R1 will invite parents/students to these activities and meetings by sending home invitations. All meeting dates will also be available on the school calendar each month which is sent home to each student. These event calendars can also be viewed online at the Osage R1 school website. Families will also be notified by phone or text message through School Reach.

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](#)

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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	<input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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 checked="" type="checkbox"/> 5 <input checked="" 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 style="width: 100px; height: 15px;" 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

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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="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**

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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

<p>We will follow the Osage R1 Reading Literacy plan developed last year to screen all students in grades K-6 for essential reading skills, as well as administer required state K-3 reading assessment. We will analyze gathered data to identify which students need additional instruction in specific areas such as: letter naming fluency, rapid automatic naming, phonemic awareness, phonics, oral reading fluency, spelling, and/or reading comprehension. We will provide identified students with targeted interventions by classroom/Title 1/SPED teachers. We will perform routine progress monitoring to measure each student's response to the intervention provided and to guide decisions about further interventions Phonics benchmark and progress monitoring students in reading. A new math series will be researched and implemented (such as Bridges). Training on the product will be required to properly implement.</p> <p>RTI schedules will be developed to be more effective and efficient for student success.</p> <p>ESGI Program will help teachers use benchmark assessments aligned to MLS. These tests will provide data to create differentiated instruction for the students.</p> <p>Data teaming will continue with ELA. Teachers will use DIBELS, Core Phonics, Wilson, Istation etc to collect data. Consultants will assist staff in interpreting data and developing instruction based on data.</p> <p>Instructional resources aligned with Science of Reading such as CKLA, Wilson, and Hegerty will be incorporated into instruction.</p>
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- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

The SPED and Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Foundations Reading system, Hegerty, CKLA. Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs. Routine progress monitoring checks will ensure that all students are making sufficient progress with the current intervention provided.

Bridges in Math will be implemented. This will be the first year. Instructional training in mathematics will be provided by RPDC.

Staff will be training on developing assessment capable learners, and improve the use of learning targets with students.

Programs aligned to science of reading such as Wilson, and LIPS will be implemented in the elementary. Geodes Classroom Library Sets will accompany Wilson Foundations instruction.

Staff development will occur in collaborative teams and data based decision making. Teachers will strengthen their understanding of priority standards, learning targets, and collaborative activities to improve teacher efficacy.

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

Grade level teachers meet with small (tiered) groups of students daily in ELA and math to provide instruction based on data related to skill development.

Classroom teachers provide centers of varying degrees of difficulty so that all students find an activity that match their ability level.

Librarian provides STEM lessons and activities to all students so that all students are being challenged and exposed to additional learning opportunities.

Classroom teachers provide various STEM activities/lessons each semester in which students work cooperatively to use critical thinking skills to solve problems.

Read/Write/Run club meets weekly for students to get some physical exercise and then practice skills to help struggling students become more proficient in reading and writing; but also to challenge more successful students to stretch through various educational activities.

Online programs are also used by individual students to provide individualized instruction/lessons based on each child's ability level including an accelerated curriculum.

XTra Math provides addition and subtraction practice on students' individual levels of fact fluency and adjusts their facts accordingly.

Moby Max (used in every subject area) provides interventions as well as accelerated lessons based on each student's ability level which adjusts as needed during their sessions.

Building Blocks (students are leveled according to grade level and work at their own pace).

Math supplemental resources provide additional learning opportunities based on individual or group mastery of certain concepts.

Before and After School Programs will focus on both enrichment and programs for struggling learners.

The summer school will be offered for extended and accelerated learning opportunities.

ESGI is a program designed to test students on MLS. Teachers can also modify tests or create tests based on student needs.

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

Title 1 teachers will continue to help students develop phonics, decoding, and reading skills by using the Wilson Foundations Reading system.

Classroom teachers will work with struggling students one-on-one or in small groups providing differentiated instruction based on what each student needs.

After-school program designed to help struggling students improve skills to meet Missouri Learning Standards.

The school will provide opportunities for professional development in social and emotional learning to help find resources and materials for students with emotional needs.

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

Reaching and Teaching Students with Dyslexia at RPDC -METC --MO Education Technology Conference

Student Engagement

Formative Assessments

STEM Activities

Bridges and other math instructional strategies

Developing Assessment Capable Learners-Implementing Learning Targets, Collaborative Teams, and DBDM.

Identifying priority standards and assessing those standards.

Differentiated Instruction training

Daily 5 training webinar

Barton training

LiPS Training

Visualizing and Verbalizing Training

School culture and climate to improve student performance.

Science of Reading- LETRS, Wilson, CKLA.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds

- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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District/LEA Comments

DESE Comments

Email: kelli.todd@dese.mo.gov

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