

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

1050 RIVERVIEW GARDENS SR. HIGH

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 will meet with parents at the start of the school year (Title I meeting). Parents are invited to be a part of the school leadership team. They play an active role on this committee.

- 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 will review the plan during the Title I meeting. Parents are invited to be a part of school weekly leadership team meetings to provide feedback and review goals.

- 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 will review the plan during the Title I meeting. Parents are invited to be a part of school weekly leadership team meetings to provide feedback and review goals.

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.

Parents will receive calendars of school programs and events at the Title I meeting and information will also be shared on the school app and 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.

In the Title I meeting, we will go over and discuss curriculum, academic assessments, and MAP achievement levels, and attendance and behavior expectations for all students. This information will be shared in the school leadership team meeting and during the PTO meetings.

- 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)*

Parents will have access to SIS (access student's grades, attendance, and discipline). We will teach parents how to access the school app for information in addition to SIS.

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

The school will provide opportunities for teachers to grow in their craft (professional development) and offer courses that are enriched with components that students need to be successful.

- 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.

We will utilize the Home to School coordinators with the assistance in student's academic, emotional and social needs. The parent liaison will assist with overall parent's needs and assistance. Lastly we will host a big parent engagement event via parade to build stakeholder involvement in the ecosystem of school.

- 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.

Parents will be provided with training at monthly PTO meetings. Information will be shared through parent newsletters.

- 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.

Staff members will receive cultural competency, trauma and sensitivity training. There will be follow-up sessions with the staff throughout the school year to meet the needs of the students.

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.

Parents are active members of the school leadership team and offer input during these sessions.

- 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](#)

1050 RIVERVIEW GARDENS SR. HIGH

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

6/8/2020

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:

Increase in enrollment projected for 2020-21. Attendance rates have improved and incidents of fighting and more serious incidents have decreased.

Weaknesses:

We continue to struggle with excessive tardiness and skipping class as the most frequent incidents.

Indicate needs related to strengths and weaknesses:

Attendance clerk, Home-to-School Coordinators to assist with discipline and attendance concerns, School Based Health Clinic to address physical and emotional health, Culturally Responsive Teaching Methods training to enhance student engagement and decrease incidents warranting office referral. A literacy coach to support our scholars who score low on the MRI. Hire a Truancy Officer to support our scholars with major attendance concerns. Lastly, develop experiential lessons based on scholars who have 90/90 attendance.

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:

Continued growth in the areas of science and government

Weaknesses:

- Algebra I: data shows this is an area of concern that requires us to utilize some additional resources. The leadership team is looking into Math 180 and the need to hire a Math Interventionist
- English: It show gains; however, we still have 60% of our scholars not reading on grade level. We will continue to utilize Read 180, creative writing, and supplemental teacher for pull out and push in.
- Government: data shows academic gains; however, until our MPI is 400, there is still progress to make.
- Science: data shows academic gains; however, until our MPI is 400, there is still progress to make.
- Galileo data: show each teacher meets or exceeds within academic content. Nonetheless, until all MPI scores are above 400, the high school faculty and staff have to remain focused on results.

Indicate needs related to strengths and weaknesses:

Continued support of content area Instructional Coaches (4), additional staff to support the areas of math and ELA, addition of a Literacy Coach, training in Culturally Responsive Teaching & Cultural Sensitivity, Enhance Technology to increase engagement

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:

Revitalized curriculum in the area of ELA and restructured science curriculum

Weaknesses:

Need of restructured math curriculum
Availability of highly qualified applicants is limited

Indicate needs related to strengths and weaknesses:

Scholastic Read 180, Math 180, System 44, and the use of PLC, including documented completion of the six-step data team cycle. All teachers will learn the foundational components of the Data Team Structure; Learn the Data Teams Process; and Plan for implementation and sustainability. Instructional strategies embedded into the curriculum will include Marzano's identifying similarities and differences and summarizing; and the School Instructional Leadership team will identify two strategies related to direct vocabulary instruction, pre/post/during reading strategies, and writing.

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:

Over 90% highly qualified staff in core content areas, weekly professional development through Late-Start Wednesdays, weekly PLC meetings and the use of the 6-Step Data Team process, Instructional Coaches to support staff in the 4 core content areas through modeling and push-ins, targeted in-service opportunities chosen through analysis of classroom observation data.

Weaknesses:

Difficulty finding, recruiting, and retaining highly qualified staff in the areas of math and science.

Indicate needs related to strengths and weaknesses:

Develop creative ways to find, recruit and retain highly qualified staff. Implement a staff attendance bonus for faculty and staff who have good attendance, staff members who prepare their scholars to perform well on state assessments and current staff who go above and beyond the call of duty.

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:

Active PTO Committee, Home-to-School Coordinators, Increased parent participation in school activities, Parent representative on School Leadership Team, School App utilized to share information and strengthen the home-school connection, addition of a school-based health clinic on RGHS campus

Weaknesses:

Continued work to increase parent engagement, need of Parent Liaison, recruit and retain parent volunteers, provide opportunities to educate parents as it relates to a variety of home, school, parenting and personal issues

Indicate needs related to strengths and weaknesses:

Recruit and retain parent volunteers, provide opportunities to educate parents as it relates to a variety of home, school, parenting and personal issues

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:

Staff knows and displays the school mission and vision in every classroom, smaller class sizes in core content area classes

Weaknesses:

Training required for staff and school community as it relates to restorative practices

Indicate needs related to strengths and weaknesses:

Implement training required for staff and school community as it relates to restorative practices, trauma and cultural competency training.

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	Find, recruit and retain highly-qualified staff
2	Increase attendance
3	

Address discipline without affecting attendance- Restorative Justice
4 Enhance technology to increase student engagement

Schoolwide Program [Hide](#)

1050 RIVERVIEW GARDENS SR. HIGH SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Camille Rutledge	
2	Teacher	Brenda Glaze	
3	Principal	Traci Nave	
4	Other Administrators	Monica Perry	
5	Specialized Instructional Support Personnel	Brook Bennett	
Plan Development Meeting Dates			
1	Meeting Date	02/18/2020	

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title I School Improvement (a)	Kimberly Loomis	Federal Programs Director

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

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
<input checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
<input checked="" 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

•Read 180 is a reading intervention program that is tailored to students reading two or more grade levels behind. This program gives students skills and strategies to use while reading for comprehension.
 •Math 180 is a math intervention program that is tailored to address the needs of struggling students in math. This program provides students with essential skills and concepts to assist with moving towards grade level curriculum.
 •IXL is a program geared towards equipping our scholars with the skill set to do well on the EOC. The program will track your score, and the questions will automatically increase in difficulty as you improve.

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

Description of how strategy/strategies will strengthen

•The implementation of the Dufour's Professional Learning Community process throughout each content area
 •Total Participation Techniques to build effective student engagement
 •The implementation of Understanding by Design to enhance the rigor within the curriculum and teaching

- 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

- Provide college level classes for scholars who meet requirements
- Advance Placement Courses
- Pre-Advance Courses
- Coding/Computer Science
- Cyber Security

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 high school will implement an intensive wrap around social-emotional service and academic support program called Success Academy
- The implementation of an attendance task force led by a Truancy Officer
- Home to School Coordinators to support our parents and scholars with interventions, improve attendance, graduation rate
- The implementation of Restorative Justice
- Literacy/ Reading Specialist

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

•Professional Development during late start Wednesdays and district established days

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

•Offer incentives to teachers who teach in tested subjects
•Offer signing bonuses for teachers in high needs areas
•Travel and lodging to recruit highly qualified teachers
*Create incentives for teachers with good attendance
*Develop incentives for teachers who go above and beyond the call of duty

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: christina.wales@dese.mo.gov

Current User: kml

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