

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](#)

## 4040 WESTVIEW MIDDLE

### 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.

•Convene grade level orientation  
•Provide parents the school-parent compact  
•Offer a flexible number of meetings, such as meetings in the morning or evening  
•Communicate with parents/guardians through several mediums, email, webpage, letter, phone blast, peachjar  
•Training for parent portal  
Open House & Title I Meeting

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.

A parent representative will be part of the leadership team to provide input. Parent Teacher Organization will recruit parental involvement for schoolwide activities.

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.

A parent representative will be part of the leadership team to provide input. Parent Teacher Organization will recruit parental involvement for schoolwide activities.

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.

Title 1 parent night  
Website  
Email  
Letter (backpacked)  
Phone Blast  
Peachjar

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.

Title 1 parent night  
Website  
Quarterly Department Newsletter  
Parent Night  
Open House & Title I Meeting  
Literacy Night  
Numeracy Night  
Parent Teacher Conferences

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 the opportunity to assist with and participate in:  
 Open House & Title I Meeting  
 Literacy Night  
 Numeracy Night  
 Parent Teacher Conferences - Teachers will plan, organize and conduct at least two parent meetings (Fall, Winter and Spring) Each meeting will address topics specific to student achievement and school improvement.  
 Winter Concert  
 History Fair  
 Black History Extravaganza  
 Parent Teacher Conferences - Title 1 teachers will plan, organize and conduct two parent meetings each year (Fall, Winter and Spring) Each meeting will address topics specific to student achievement and school improvement.  
 Science Night  
 Spring Concert  
 Athletic Banquet  
 8th Grade Promotion Ceremony  
 PARENT Web link - Access to school and valuable parent information is available 24/7 through the web page. [www.rgsd.k12.mo.us](http://www.rgsd.k12.mo.us)  
 Parent and Child Activity Calendars - Calendars with daily at-home activities to support learning are on the website under the PARENT link.  
 Parent University- GED, student resources  
 Academic Audit  
 Parent Prom

 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 teacher development. Shared strategies and training for continuous improvement.


 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.

Describe plans to provide assistance.

Conferences, parent nights, newsletters, parent university, school website articles/information, parent/teacher conferences, PTO meetings

-  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.

Academic audit/parent night  
Open House & Title I Meeting  
Literacy Night  
Numeracy Night  
Science Night  
Parent Portal Training

- 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.

Teacher mentoring program  
Administrative Assistance Staff training on customer service  
procedures in place for teachers on when and how to communicate to parents

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](#)

## 4040 WESTVIEW MIDDLE

### 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

3/6/2020

### 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:

Teachers know the mission and vision of the school/district  
There is an overall positive school climate to help increase overall student achievement

Weaknesses:

Attendance  
Discipline incidences/disruption  
Parental Involvement

Indicate needs related to strengths and weaknesses:

Increase Parental Involvement  
Attendance secretary

#### 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:

- In the Scholastic Reading Inventory the bottom two categories (Below, Basic) decreased by 26.5% and 28.7% respectively. The proficient category remained the same (-.5 decrease) and the Advanced category grew by 13%.
- In the Scholastic Math Inventory 6th and 7th grade showed an increase in scores in the proficient category.

Weaknesses:

- In the Scholastic Reading Inventory 6th grades showed a decrease in scores
- On average only 17% of our students are solving math concepts on grade level

Indicate needs related to strengths and weaknesses:

- To increase student performance in Mathematics and English Language Arts
- Provide targeted interventions with students in English Language Arts and Mathematics
- Implement PLC process with fidelity inclusive of the 6 Step Data Team Process
- Math Supplemental Teachers
- Teacher Assistant
- Technology needs

### 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:

- Ongoing collaboration with instructional coaches, teachers, and principals, regarding best instructional practices
- Job-embedded PD provided for staff by in order to ensure alignment to district initiatives and classroom practices
- Instructional rounds allow for reflection and feedback regarding instructional process and practices in buildings

Weaknesses:

- Additional training is needed for staff regarding effective implementation of PLC data team
- Additional training is needed for staff regarding the use of data to drive instruction

Indicate needs related to strengths and weaknesses:

- Add Goal for Mathematics to the CSIP \*Align goals and action steps with the new MSIP 6
- Provide quality professional development for data team process
- Student-Centered professional development for instructional coaches
- Provide additional training for staff regarding Positive Behavior Intervention Supports (PBIS) and Character Education
- Ensure effective implementation of RTI in buildings using Galileo and Learning A-Z, Leveled Literacy Intervention (LLI), and student intervention plans
- Create a Tiered Chart with strategies for academic and behavior Intervention that are common across schools
- Develop a schedule that aligns with the balanced literacy model
- Ensure effective implementation of the DESE writing standards and processes

### 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:

- 81% of the professional staff is certified highly qualified in their subject matter

Weaknesses:

- Hiring highly qualified professional staff in the subjects of Mathematics and Science

Indicate needs related to strengths and weaknesses:

- To obtain and fill Mathematics and Science positions with highly qualified professional staff.

### 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
- Parental Activities Calendar
- Attendance at Parental Activities has shown consistent growth

Weaknesses:

- Increase parental involvement

Indicate needs related to strengths and weaknesses:

- Parent training on IXL, Galileo and Parent Portal
- Recruitment and retention of parent volunteers
- Parent Liaison

### 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:

- Teachers know the school's mission and vision
- There is an overall positive school climate to help increase overall student achievement

Weaknesses:

- Effective PLC collaborations across content and grade levels
- Student discipline
- Administrative staff not fully staffed

Indicate needs related to strengths and weaknesses:

- Provide training and effectively monitor the PLC process and data teams
- Implement Character Ed and Positive Behavior Intervention Systems throughout the building
- Introduce the concept of restorative justice with the staff, students and parents

### 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
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	Increase the number of students in the 90/90 attendance range
2	Decrease the number of discipline infractions
3	Increase the number of proficient and advancement students according to state standards

Schoolwide Program [Hide](#)

### 4040 WESTVIEW MIDDLE

### 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	Paul Blackmon	
2	Teacher	Yakasi Penny	
3	Principal	Dominic LeNoir	
4	Other School Leaders <input type="checkbox"/>	Christian Shelton	
5	Other Administrators <input type="checkbox"/>	Jarita Williams	
6	Other School Leaders <input type="checkbox"/>	Kimberly Mott	
Plan Development Meeting Dates			
1	Meeting Date	03/03/2020	

### 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	State and Local Funds <input type="checkbox"/>	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" 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"/>	
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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 type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input checked="" 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="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

- 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.

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

Description of how strategy/strategies will strengthen

- Implement PLC process with fidelity inclusive of 6 Step Data Team Process.
- Implementation of Marzano's instructional strategies to increase student engagement.
- Implementation of technology to increase student engagement and to increase their instructional practices

Increase the amount of learning time

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

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

GIFTED Program  
REACH Program

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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

Success Academy  
Attendance Clerk  
Attendance Team  
Home to School Coordinator  
PBIS

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

AVID  
College visits for 8th graders

**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

District wide professional development around curriculum and data processes and late start professional learning community

- Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

## SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- Title I.A (required)  
 State and Local Funds (required)  
 Title I School Improvement (a)  
 Title I.C Migrant  
 Title I.D Delinquent  
 Title II.A  
 Title III EL  
 Title III Immigrant  
 Title IV.A  
 Title V.B  
 School Improvement Grant (g) (SIG)  
 Spec. Ed. State and Local Funds  
 Spec. Ed. Part B Entitlement  
 Perkins Basic Grant - Postsecondary  
 Perkins Basic Grant - Secondary  
 Workforce Innovation and Opportunity Act  
 Head Start  
 McKinney-Vento  
 Adult Education and Family Literacy  
 Others

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

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

- Yes  
 No

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

[School Level Plan Home](#) [Print](#) [Cancel Print Mode](#)

**District/LEA Comments**

**DESE Comments**

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