

District/LEA: 042-121 MONTROSE R-XIV Year: 2026-2027

Funding Application: Plan - School Level - 4020 MONTROSE ELEM. Version: Initial Status: Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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

4020 MONTROSE 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.

The District holds an annual Title I meeting in the fall semester of each year. Parent surveys are sent home in the spring of each year. The Title I committee seeks parental input from the meeting and surveys to make adjustments to the plan on a yearly basis, if needed.

- ☒ 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.

The District holds an annual Title I meeting in the fall semester of each year. During this meeting we review student achievement data, program strengths and weaknesses, school parent compact. We take parent recommendations for revisions of our title I services.

- ☒ 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.

Parent surveys are sent home in the spring of each year prior to our spring meeting. The Title I committee seeks parental input from the meeting and surveys to make adjustments to the plan on a yearly basis.

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 are given information at the annual Title I meeting at the beginning of each school year. Families of participating children are given a weekly goals/progress update along with quarterly progress reports.

- ☒ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.

Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

The Title I teacher contacts teachers/parents and sends home testing results along with discussing the results with them. The curriculum is discussed with the teacher/parent when a child qualifies for Title I services.

- ☒ 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)*

Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
Check that homework is completed,
Participate in parent-school activities,
Be aware of my child's extracurricular time and activities, and
Stay informed about my child's education by reading all communications from the school and responding appropriately.

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

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:

- Retain highly qualified administration and teachers,
- Provide instruction, materials, and high-quality professional development which incorporates the latest research, and
- Maintain a safe and positive school climate.

Hold parent-teacher conferences to:

- Discuss the child's progress/grades during the first quarter,
- Discuss this compact as it relates to the child's achievement, and
- Monitor and discuss the child's achievement throughout the school year.

Provide parents with frequent reports on their child's progress as follows:

- Frequent information from the classroom teacher,
- Monthly suggestions from the classroom teacher, and
- Quarterly report cards/reports sent home by the school.

Be accessible to parents through:

- Phone calls or person-to-person meetings,
- Scheduled consultation before, during, or after school, and
- Scheduled school or home visits.

Provide parents opportunities to volunteer and to observe classroom activities as follows:

- Listen to children read,
- Help with classroom decorations, art projects, etc.,
- Assist with holiday programs or parties, educational trips, etc., and
- Participate as a member of the Title One Parent Advisory.

- ☒ 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 Missouri Learning Standards, the Missouri Assessment Program, local assessments, monitoring child's progress, and working with educators to improve the achievement of their children are all discussed and described at many different times throughout the school year. Including at the welcome back to school night, family nights, parent/teacher conferences, and any other meeting times set up between the teacher and parent and administrator, if needed.

- ☒ 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.

Materials and training MLS, MAP, assessments, child's progress and how to help their child are given at the welcome back to school night, family nights, parent/teacher conferences, and any other meeting times set up between the teacher and parent as deemed necessary.

- ☒ 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.

Educating school personnel regarding working with parents is addressed during professional development days before the school year starts and during the school year. Teachers also attend out-of-district professional development to also get more abroad education regarding working with 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.

It is our district goal to build meaningful, sustained partnerships among the school, families, and the wider community. We will create a collaborative learning environment where parents, guardians, community members, and school staff work together to support every student's academic, social, and emotional success. This will strengthen communication between home and school. It will also increase family participation in school activities, learning, and decision-making. We will host annual federal programs nights to explain services, rights, and supports to families. We will align family literacy nights with Title I reading/math intervention strategies. We will offer Homework help sessions to parents, and we will collaborate with local libraries to support reading partnerships.

- ☒ 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](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- ☒ A comprehensive needs assessment of the entire school has been conducted.
- ☒ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/8/2025

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:

According to our recent Annual Performance Report our strength is continuous improvement and success ready students. We received 100% in both areas.

We do not have any limited english proficiency students. We do not have any additional student groups because we are so small.

Weaknesses:

86% of our students receive free/reduced meals. Having combined classrooms for grades K/1, 2/3/4, and 5/6.

Indicate needs related to strengths and weaknesses:

46% of our students receive free/reduced meals. Conduct more consistent grade checks and course completion status for all dual credit students.

Student Achievement

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

- ☒ MAP results by content area and grade level, including multi-year trends (required)
- ☒ MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- ☒ Completion rates: promotion/graduation rate, retention rates (if applicable)
- ☒ Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- ☐ Other performance indicators used in analysis:

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

Strengths:

All of our 2024 high school graduates will be attending college, trade school or going into the workforce or military.

Weaknesses:

Our lowest area is Academic Achievement growth in Mathematics.

Indicate needs related to strengths and weaknesses:

Our teachers that teach mathematics are working with the RPDC math instructional coaches to improve student achievement.

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:

Teachers in grades K-6 are familiar with what each curriculum is that is being taught at each grade level above and below them. So there is vertical and horizontal alignment.

Weaknesses:

Only having one teacher for each subject at each grade level so the whole K-6 grade teachers have to get together to make the committee/make decisions regarding curriculum and instruction. So, there are only 5 teachers that are collaborating together.

Indicate needs related to strengths and weaknesses:

Review/modify/update curriculum to correspond to the Missouri Learning Standards.

High Quality Professional Staff

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

- ☒ Staff preparation
- ☒ Core courses taught by appropriately certified teachers
- ☒ Staff specialists and other support staff

- ☒ Staff demographics
- ☒ School administrators

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

Strengths:

The majority of our teachers are high-quality teachers with appropriate certification.

Weaknesses:

Teachers are the department head for their subject area as they are the only one in their department. They have to communicate with outside sources to get ideas/suggestions as opposed to having another teacher in house that teaches the same subject.

Indicate needs related to strengths and weaknesses:

Sometimes we have difficulty finding staff that are high quality certified staff because we are so rural and there is not much in the community that attracts people to Montrose, so we have to fill the position with a long term substitute until we can find someone for the position.

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:

Parental involvement and communication with parents is one of our top priorities. Our staff is great about getting communication home to the parents.

Weaknesses:

Mental health services are something that is hard to get in our rural community.

Indicate needs related to strengths and weaknesses:

Seek mental health services for our students that are in need.

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:

When asking teachers/families about our school, they refer to it as one big family where everyone knows each other. We are small enough that all of our teachers know everyone of their students and their family personally. Our class sizes range from 3 to 14 students with 8.5 students as our average.

Weaknesses:

The mission/vision of the school has recently been updated. However, many people still do not know it, we need to make it more significant with all of our stakeholders.

Indicate needs related to strengths and weaknesses:

Seek ways to get our new mission/vision out to all of our stakeholders.

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	Collect data from classroom teachers on the following topics. *Do current classroom teachers feel they have adequate staffing support to meet the needs of struggling learners in ELA/math? *Are intervention blocks or small-group instruction time sufficient to support all students requiring Tier II/Tier III assistance? *Do teachers feel that supplemental support (push-in, pull-out, intervention groups) is adequate and consistent?
2	Address the social and emotional needs of our students by helping them access additional mental health services.
3	Have parents be more involved in helping their children and resources available to parents/families.
4	Review and update curriculum to improve student scores in both english language arts and mathematics.
5	Provide supplemental instruction in reading and math to students showing deficits in these areas.

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)*

Schoolwide Program Plan Development	
Team Member	

	Team Member Role	Team Member Name	
1	Parent	Charles Meredith	
2	Teacher	Erin Vogel	
3	Principal	Carey Drehle	
Plan Development Meeting Dates			
1	Meeting Date	03/31/2026	

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 II.A ▼	Carey Drehle	Superintendent
2	Title IV.A ▼	Carey Drehle	Superintendent

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

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

☒ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	☒ Math	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☒ English Language Arts	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Delivery of Title I funded supplemental instruction services

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

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	☐	☐	
Supplemental English Language Arts	☒	☐	
Supplemental Mathematics	☒	☐	
Supplemental Science	☐	☐	

1	Other	☐	☐	☐	
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☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

☐ **Professional Learning Communities**

☐ **Schoolwide Positive Behavior Support**

☒ **Response to Intervention**

☐ **Other**

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

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

Description of how strategy/strategies will strengthen

We are doing a schoolwide RTI approach this year to help strengthen the academic achievement of all students. Students are required to do academic assistance before/after school if they have a D or F in any subject. Educate parents/community members on enrichment of math, reading, and English language arts activities to help foster the learning environment of our students and community.

☐ 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

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

Students that are not proficient in our identified priority standards will receive remediation on those specific standards by the Title I teacher.

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

☐ **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

Description of external providers and services provided

☐ **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

If a teacher has an weakness in a specific area or if we are implementing a new strategy/approach/plan, we will focus on getting them professional development in that area.

☐ **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.

Save Comments

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District/LEA Comments

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