



District/LEA: 092-089 WENTZVILLE R-IV Year: 2023-2024

Funding Application: Plan - School Level - 4030 HERITAGE INTERMEDIATE Version: Initial Status: Submitted

Number Name

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

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4030 HERITAGE INTERMEDIATE

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 send surveys both electronically and on paper when needed. We also invite parents to our beginning of the year information meeting where we face to face discussions and answer questions.

- 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.

Each year we invite parents to our review meeting where we ask for their input. We also send out parent evaluation asking questions that invite them to suggest ways to improve the education of their child. In addition we ask for their feedback during parent teacher conferences and we ask parents to fill out evaluations after every parent night.

- 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.

Every year we have a review meeting with parents to discuss future opportunities to improve family engagement. We reflect on the year and what events we had and what each events evaluation said. After each parent event we ask parents to evaluate the event and ask for input for future events We also send out parent surveys to get input.

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.

Every year our schools hold a Back to School meeting. The building principal creates a Google slide that will be used to present this information to parents. In addition, we have a pamphlet that is sent home, and information is sent in the school newsletter both electronically and on paper. The school also has information posted on its 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.

Every year our schools hold a Back to School meeting. The building principal creates a Google slide that will be used to present this information to parents. In addition classroom teachers send home month news letters that provide additional information about the curriculum and assessments as well as during 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)*

Nightly reading and support homework
Make attendance a priority
Help child return school materials
Plan to attend as many school function and parent teacher conferences
Encourage their child to always do their best

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

Provide a safe and happy learning environment
 Support child with reading and writing
 Collaborate with classroom teacher
 Provide materials to support child's learning
 Parent communication

- 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.

Back to School Nights
 Parent-Teacher Conferences
 Fall parent education nights
 Spring parent conferences if needed
 Monthly teacher newsletters
 Nightly reading bags with parent support tips
 Home visits
 District Reading Support Website

- 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.

Fall and spring parent education nights
 Nightly reading bags with instructional tips
 Parent teacher conferences

- 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.

Faculty meetings - principal will discuss and coach teachers with ways to best communicate with parents and the expectation for communication. There will also be a focus on Trauma-Informed which will support parent communication. At the district level, new teachers also receive training on ways to communicate with parents to support a positive relationship between home and school.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Every year we partner with Parents As Teachers and hold a Saturday School - Entering Kindergarten event. All future parents and students who will be starting school in the fall are invited to this event. They visit the school, teachers, and participate in a presentation educating them on what they can expect for their first year of school.

- 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](#)

4030 HERITAGE INTERMEDIATE

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

5/24/2023

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:

Diverse student population
 ELL teacher identified in each grade level
 Free breakfast and lunch to all students

Weaknesses:

Larger Class Sizes
 Low socio economic status and high FRL for WSD
 Inconsistent student attendance
 Social emotional behaviors are on the rise

Indicate needs related to strengths and weaknesses:

Continuing Student Support Interventionist
 Additional staff to address mental health needs
 Continued need for outside agencies such as Compass Health, CHADS, etc.
 Lower class sizes to support individual student needs

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:

Active monitoring of student progress through district provided resource iReady- specifically using standards mastery assessments aligned with priority standards
 Professional development opportunities through student centered coaching, benchmark phonics traingins and meeting monthly admin led data collaborations with literacy coach
 Meet monthly with reading interventionist to monitor student growth in reading

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

Strengths:

Use of Educlimber to track student reading level and iReady progress
 Use of quadrant data with teachers on growth of students
 Collaborative team met to discuss reading level data and make plans based on standards

Weaknesses:

Flexible groups with continuity based on data
 Continue to meet the diverse needs of all students

Indicate needs related to strengths and weaknesses:

Add collaboration time to look closely at student reading growth and plan strategic small group instruction to increase 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:

Literacy Coach
 Purchase of leveled and decodable text for Literacy Library
 Strong Reading Intervention Support
 1:1 chromebooks
 School wide phonics program

Weaknesses:

Consistent Tier One instruction
 Sharing a Literacy Coach with another building
 Literacy library and number of texts per student
 Teachers inconsistent use of formal and informal assessments
 Implementation of small group instruction
 Using the data to impact the instructional process in the classroom
 Number of texts per student
 Creation of best practices/resources for small group instruction
 Planned peer observations of small strategy group practice
 Walkthrough protocol for teachers and staff (coverage included)
 Leveled text and classroom library materials for each classroom

Indicate needs related to strengths and weaknesses:

Continued PD for authentic use of formative data including but not limited to Running Records, Conferring, etc.
 Consistent Tier 1 Practices - especially small group instruction.
 Priority 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:

Certified Staff members in all areas.
 Staff participates in instructional PD
 Staff collaborates monthly with administrators and literacy coach

Weaknesses:

Low diversity of staff members in relation to our student population
 Shared literacy coach
 School administrators are strong instructional leaders but are unable to support literacy instruction in a non-evaluatory sense due to: LEA obligations, large student/staff population, and student behavior

Indicate needs related to strengths and weaknesses:

Additional instructional support staff
Additional LEA for sped meetings to free up administrators to focus on instruction

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:

Parent attendance at specific school meetings is strong due to the virtual option
Helping Hands Program
Monthly combined newsletter with Heritage Primary
New nurse who is knowledgeable with pediatric nursing

Weaknesses:

Lack of resources to support parents
Additional resources for parents including counseling, medical, and educational
Parent involvement in PTA

Indicate needs related to strengths and weaknesses:

Heritage Parent Council
Funds for transportation to school events and medical resources

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:

Created new mission/vision/commitment statements
 Positive School Climate
 Strong instructional leaders
 Focused School Improvement goals aligned to PD

Weaknesses:

Large class sizes
 Large grade level teams
 Large campus size contributes to loss of instructional time in transitions
 Social emotional behaviors are seen on a regular basis that are not addressed in discipline policy

Indicate needs related to strengths and weaknesses:

Additional staff for grade level teachers
 PLC training for team leaders

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 | Training for classroom teachers to independently complete data analysis for specific student goal setting |
| 2 | Identified staff members to support individual student intervention in academic areas |
| 3 | More sections of grade levels for lower class sizes |
| 4 | Consistent tier one instruction practices |

Schoolwide Program [Hide](#)

4030 HERITAGE INTERMEDIATE

SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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 checked="" type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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 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 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 type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

<input 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

We will use data driven instruction to determine progress, and next steps for all students' academic achievement- focus on small group instruction. Collaboration among all teachers to support the needs of all students. The teacher will use formative assessment to guide instruction and small group work.

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

Description of how strategy/strategies will strengthen

Small group instruction, goal setting and explicit feedback and coaching.

- 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

Progress monitoring throughout the year using running records, as well as iReady. We will track reading progress and instructional practices to monitor student growth. We will use small group instruction both in and outside of the classroom. We will use iReady, MyPath, and common formative assessments for both reading and math.

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

Student centered coaching cycles, learning labs, Collaboration time, and data analysis of student growth, school faculty meetings, professional learning workshops and school site visits, guest speakers, providing learning experts, book studies

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

EdPlus Teachers Academy, professional learning workshops, learning labs, Mentor Teacher programs

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

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