

# **DENT-PHELPS R-III SCHOOL DISTRICT**

## **FEDERAL PROGRAMS**

### **TITLE SCHOOLWIDE PLANS**

**Included in this Plan Packet:**

**Parent Right to Know Letter**

**Consolidated Federal Programs Plan Development**

**Parent and Family Engagement Policy**

**Title I.A Plan**

**Schoolwide Building Plans**

**Title II.A Plan**

**Title IV.A Plan**

**These plans are for your information and if you have any questions you can contact the Dent-Phelps Federal Programs Title I Schoolwide Coordinator – Vicky Brooker, Superintendent.**

**You can obtain a copy of these plans from the district website at <http://dentphelps.k12.mo.us> under the Parents Tab, or from the Office.**

August 4, 2022

# DENT-PHELPS R-III SCHOOL

27870 Hwy. C  
Salem, Missouri 65560

PHONE 573-729-4680

FAX 573-729-8644

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Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Student Succeeds Act of 2015 (Public Law 114-95), have the right to know. Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title I.A funds must provide to each individual parent:

- Information on the level of achievement and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title I.A.
- Timely notice that your student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Victoria L. Brooker  
Superintendent

District/LEA: 033-093 DENT-PHELPS R-III Year: 2022-2023

Funding Application: Plan - General Provisions Version: Initial Status:  
Approved

Number

Name

Select District

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

ESEA Plan Home

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## General Provisions

This plan has been formulated, as appropriate, in coordination under this Act.  
*Section 1112(a)(1)(B)*

Participating (funded) programs under ESEA:

Title I.A            *Section 1112*

Title II.A           *Section 2102*

Title IV.A          *Section 4106*

The Consolidated Federal Programs Plan is developed with timely and meaningful consultation, including participation of the following team members

*4106(c)(1), Section 8305*

*Sections 1112(a)(1)(A), 1114(b)(2), 2102(b)(3)(A) and*

## 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

### District/LEA Comments

### DESE Comments

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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## LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

### LEA Parent and Family Engagement Policy

#### Policy Development

- The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.  
*Section 1116 (a)(2)*

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

Parent Involvement Committee, surveys, open meetings.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

Open meetings, surveys.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

Website, Open House Packets

#### Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement *Section 1116(a)(2)*

- The LEA involves parents and family members in jointly developing the local educational agency plan *Section 1116 (a)(2)(A)*

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Parent Involvement Committee, surveys.

Check all that apply:

- No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*
- The LEA will involve parents and family members in the development of Targeted Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

#### Capacity Building

The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*



Describe coordination, technical assistance, and other support

Parent/Teacher Conferences, Emails, Text/Calls regarding activities, Website, Monthly Newsletter, Social Media, Weekly Folders.

### Coordination & Integration



The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

#### ESEA

- 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)

#### Other Acts

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

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

Parent Involvement Committee members as members of Federal Programs Title Committee, Parent involvement in special education.

### Annual Evaluation



The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

Updating Parent Involvement Plan based on needs of students and suggestions from parents using data collected and assess the current program goals annually.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

Using data from Free and Reduced counts, Direct Certification, teacher observations, Parent/Teacher conferences, Parent/Teacher communications.

- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Parent communications, yearly surveys.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

Variety if communications, variety of meeting dates and times, participation counts at activities and events.

- The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- The LEA will involve parents in the parent and family engagement activities of the Title I served schools *(which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) Section 1116 (a)(2)(F)*

**District/LEA Comments**

**DESE Comments**

Email: [kathleen.schwartz@de.se.mo.gov](mailto:kathleen.schwartz@de.se.mo.gov)

Current User: DESEPUBLIC

Improving Lives through Education

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

**Title I.A LEA**

**INTRODUCTION**

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a plan for compliance.

The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
- Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. Section 1112 (a)(4)

The LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. Section 1112 (a)(5)

All check boxes marked in this plan indicate an assurance on the part of the LEA.

**MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS** Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Section 1112 (b)(1)(A)

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

- Identifying students who may be at risk for academic failure. Section 1112 (b)(1)(B)

**Schoolwide Program Buildings** Section 1112 (b)(5)

School	Category
4020 DENT-PHELPS ELEM.	ELEMENTARY

Describe method(s) of identifying students who may be at risk for academic failure:

At-Risk Committee, Data Screening, Teacher/Parent Nominations, Grades/Mastery Level, Behavior, Attendance.

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

- Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. Section 1112 (b)(1)(C) and (b)(5)
- Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply)	
Subject area(s) reported here should match staff reported on the Supporting Data page	
<input checked="" type="checkbox"/> Math	K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<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 checked="" type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<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"/> Other	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

**EARLY CHILDHOOD EDUCATION SERVICES** Section 1112 (b)(1)(A), and 1113(c)(5)

- The LEA will not use Title I funds to support a preschool program for children.
- The LEA will use Title I funds to support a preschool program for children.

**Preschool Program (mark all that apply)**

Program Type			
District-Wide	Targeted	Schoolwide	Blended Funding
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Title I funds will be used by the LEA to provide preschool services for children in:
  - Head Start
  - Other comparable community preschool programs
  - Not Applicable
- The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)
  - Creative Curriculum
  - Emerging Language and Literacy Curriculum
  - HighScope
  - Project Construct
  - Montessori

**Title I.A Funded Preschool Personnel**

<input type="checkbox"/> Instructional Teacher	
<input type="checkbox"/> Instructional Paraprofessional	
<input type="checkbox"/> Other	

**Title I.A Funded Preschool Services**

<b>Days of Service</b>	<input type="checkbox"/> Four Day Program <input type="checkbox"/> Five Day Program
<b>Length of School Day</b>	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<b>Age of Students Served</b>	<input type="checkbox"/> One year prior to entering kindergarten <input type="checkbox"/> One and Two years prior to entering kindergarten

**EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION Section 1112 (b)(8)**

- Not applicable; no early childhood education programs exist at the LEA or building level.
- The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition of participants to local elementary school programs.

Describe activities to support, coordinate, and integrate:

Local funding is used to provide preschool program to assist with transition to kindergarten.

Describe transition activities:

District preschool, Headstart preschool visits to kindergarten classrooms, SPED Director observations at the Developmental preschool in town, Preschool and Kindergarten screenings.

**TRANSITIONS Section 1112 (b)(10)**

- The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

Eighth Grade visits to the area High Schools, High School Counselors meeting with students and parents and assisting with class schedules, Cooperative agreement with one High School for athletics, Coordination between district SPED teachers and High School SPED teachers.

- The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education.
- Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills:

**MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)**

Section 1112 (b)(1)(D)

The LEA will monitor students' progress in meeting the Challenging Missouri Learning Standards by

- Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

Teacher Assessments, Data-Team Meetings, Intervention Program, Differentiated Instruction, Cross-Curricular, Technology.

**ENSURING TEACHER QUALITY FOR ALL**

Section 1112 (b)(2)

- The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

Teachers are evaluated on a scale of High Effective, Effective, Minimally Effective, Ineffective. For the 2021-2022 school year the district had 19 Highly Effective, 6 Effective, and 0 Minimally and Ineffective. The district utilizes the following to address less than effective teacher: Training, Professional Improvement Plan, Mentoring, Professional Development, Targeted Intervention, Removal.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

Training, Professional Improvement Plan, Mentoring, Professional Development

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DESE Web Applications when writing this description):

No teachers employed fit this category.

**NEGLECTED CHILDREN**

Section 1112 (b)(5)

- The LEA does not receive funds for Title I.A Neglected Children.



The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

Local institution

List:

Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

**HOMELESS CHILDREN AND YOUTHS**

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparable to those provided to children in Title funded schools.

Describe services that will be provided:

Monitoring through At-Risk committee, Identification at enrollment, Backpack Program, Funding for household needs and student needs (ie. glasses, shoes, clothes), Smile Mobile dental program, Santa's Helpers, Sunshine Fund for student needs.

**DISCIPLINE**

Section 1112 (b)(11)

The LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

Positive Behavior Intervention Program implemented district wide.

**EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES**

Section 1112 (b)(11)

Determined not appropriate by the LEA; such programs not supported by LEA.

The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

Describe programs:

**OTHER USES OF FUNDS**

Section 1112 (b)(13)(A) and (B)

The LEA will not use funds to meet purposes of these other programs.

The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

Testing, Funding for materials, Scheduled times for gifted class taught by a certified gifted teacher.

The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

Funding for books, Certified Library Media Specialist, Accelerated Reading Program, Computers and internet services.

**PARENT COMMENTS**

Section 1116 (b)(4)

The Title I-A LEA 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.

**District/LEA Comments**

**DESE Comments**

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

## 4020 DENT-PHELPS 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.

Providing in Parent/Student Supplemental Handbook, Website, Printed versions, and seeking suggestions, conducting surveys.

- 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 on committee(s), Open Meetings, Handouts, Policy review at open board meetings.

- 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.

Board meeting policy reviews, committee and parents feedback.

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.

Yearly informational meeting at Open House, handouts, information posted on the district 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.

Student scores sent home, informational meetings, curriculum guides handed out at Open House, 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)*

Having children in school daily (on time), make sure children have homework, monitor technology times, ensure children have enough sleep and food, volunteer at the school (when possible).

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

Students are safe, well fed, provide a technology rich environment, retain highly qualified teachers, vertical and horizontal aligned curriculum that is engaging and challenging. provide professional development for teachers that is researched based, common assessments,

- 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.

MAP Parent Night, Parent Portal, Syllabus with Missouri Learning Standards, Planners, Mid-Quarter and Quarter Assessment Reports, Fall and Spring Parent Teacher Conferences, Star Testing Results in Reading and Math, GMADE and GRADE Testing Results, Dibels Testing Results, Check-In/Check-Out Program, Push-In/Pull-Out Interventions Program, Missouri Learning Standards available to parents and will be provided in print form upon request.

- 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.

Educational Websites, AR Nights, Khan Academy, Math Night, Homework Helpers, Online Resources, Parents as Teachers, Google Classroom.

- 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.

Professional Learning Community, Professional Development, Staff Meetings, Systematic Positive Communication, Robo Calls, Social Media.

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 as Teachers, Educational Literature, PK-K Screenings, Spring Jubilee (Science, Art and Health Fair - When possible due to COVID-19 restrictions).

- 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](#)

### 4020 DENT-PHELPS ELEM.

#### 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

3/21/2022

### 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:

Attendance, Low Office Referrals, Small Class Sizes,  
Small Student/Teacher Ratio

Weaknesses:

Few Students with Chronic Tardy/Absences, High Transfer In/Out Rate.  
Loss of Fourth Quarter in-class teaching due to COVID-19 for the 2019-2020  
school year.

Indicate needs related to strengths and weaknesses:

Update Tardy/Late Procedures, Call absent students home as soon as  
attendance is completed. Focused tutoring in math and language arts.

### 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:

STAR Reading and Math, GMADE, GRADE, Dibels Testing, Student Survey, Parent Survey, Staff Survey.

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

Strengths:

Showing improved progress in language arts.

Weaknesses:

Large Achievement Gap  
Unknown achievement gap due to the extended closure due to COVID-19.  
Math improvement is not what it should be.

Indicate needs related to strengths and weaknesses:

Interventions Program, Common Assessments,  
Curriculum Alignment, Tutoring.  
Benchmarking/achievement program to identify and reduce learning gaps created  
by COVID-19 closure.

## 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:

Technology, Interventions Program.

Weaknesses:

Curriculum Alignment, Assessing Key Concepts.

Indicate needs related to strengths and weaknesses:

Common Assessments, Benchmark Assessments, Expand Interventions Program, Utilize DESE Priority Standards to better align district curriculum.

## 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:

Providing quality professional development.

Weaknesses:

Teacher retention, finding qualified teachers to replace teachers leaving in specialty areas.

Indicate needs related to strengths and weaknesses:

Increase teacher base pay to be more competitive with area districts.

## 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:

Parents as Teacher, Parent Teacher Organization, Register Nurse on staff, Backpack Program, Annual Health Fair, Smile Mobile, Parent Involvement Committee, Annual Health Screenings.

Weaknesses:

Effective Communication.

Indicate needs related to strengths and weaknesses:

Increase Positive Communication, Social Media, Robo Calls.

### 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:

Positive Behavior Intervention Support Program, Small Class Sizes, Professional Learning Communities.

Weaknesses:

None noted at this time.

Indicate needs related to strengths and weaknesses:

None noted at this time.

### 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	Curriculum Alignment
2	Common Assessments
3	Communication with Parents

Schoolwide Program [Hide](#)

## 4020 DENT-PHELPS ELEM.

### 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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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 checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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"/>

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 type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Class size reduction**

<input type="checkbox"/> Grade Levels	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Missouri Model District - Behavior, Pilot School

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

Teacher Assessments, Data-Team Meetings, Intervention Program, Dibels Testing, Differentiated Instruction, Cross-Curricular Instruction, Technology, Tutoring.

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

Description of how strategy/strategies will strengthen

Differentiated Instruction, Data Screenings.

- 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.  
RTI.

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

Intervention Program, Differentiated Instruction, Cross-Curricular Instruction, Technology, Dibels Testing.

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

All Professional Development must match the district's Comprehensive School Improvement Plan and the Professional Development Plan that focus on student achievement.

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

Describe activities

Competitive Salary Schedule, Medical Benefits, Administrative Support, Mentoring, Coordination with area Colleges.

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

Describe activities

Local Funding used to provide preschool program to assist with transition to kindergarten. Headstart preschool visits to the kindergarten classrooms, SPED Director observations at the Developmental Preschool in town, Preschool and Kindergarten Screenings.

# 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

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

ESEA Plan Home

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## Title II.A

### INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

- (1) increasing student achievement consistent with the Missouri Learning Standards;
- (2) improving the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

### ACTIVITIES

- After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.
- The LEA will transfer or REAP Flex ALL Title II.A funds.
  - The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

- These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

### SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

- The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

## PRIORITIZING FUNDS

- The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

- Not applicable (no targeted/comprehensive schools)
- 

- The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

## USING DATA AND ONGOING CONSULTATION

- The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

## PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- Not applicable

## COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

### District/LEA Comments

### DESE Comments

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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**Title IV.A LEA**

**STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT GRANTS**

**PURPOSE**

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve students' academic achievement by

- (1) Providing all students with access to a well-rounded education;
- (2) Improving school conditions for student learning; and/or
- (3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

**ELIGIBILITY**

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

- (1) Submitted this application to the Department.
- (2) Completed the needs assessment as described in this plan.

The LEA will transfer or REAP Flex ALL Title IV.A funds

**CONSORTIUM (optional)**

- This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs
- Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select... ▼	

**NEEDS ASSESSMENT**

- Needs assessment not required
  - LEA receives allocation less than \$30,000, or
  - The sum of the allocations of a consortium's member LEAs is less than \$30,000.
- The LEA, or consortium of LEAs, receiving an allocation of \$30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of
  - (A) access to, and opportunities for, a well-rounded education for all students;
  - (B) school conditions for student learning in order to create a healthy and safe school environment; and
  - (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.
- The needs assessment has been conducted within the past three years.

Date of Needs Assessment

**Well-Rounded Education Section 4106 (d)(1)(A)**  
*Section 8101 (52)*

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to a well-rounded education for all students

**Healthy and Safe School Environment Section 4106 (d)(1)(B)**

Summarize the analysis of data regarding school conditions for student learning

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to school conditions for student learning

**Effective Use of Data and Technology Section 4106 (d)(1)(C)**

Summarize the analysis of data regarding school conditions for student learning.

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to school conditions for student learning

**Identifying Priorities**

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priority, a critical need in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	0	
Healthy and Safe School Environment	0	
Effective Use of Technology	0	

**DESCRIPTIONS**

**Partnerships Section 4106 (e)(1)(A),(E)**

- Not Applicable
- The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

**Activities and programming**

**Well-rounded education Section 4106 (e)(1)(B),(E)**

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**Safe and Healthy Students Section 4106 (e)(1)(C),(E)**

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**Effective Use of Technology Section 4106 (e)(1)(D),(E)**

- Not applicable (total Title IV.A funding must be less than \$30,000 to exclude this program area)
- Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

**ADDITIONAL ASSURANCES**

**High Priority Schools**

- The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply)
  - are among the schools with the greatest needs; (required)
  - have the highest percentage of economic deprivation; (required)
  - are identified for comprehensive support and improvement; (if applicable)
  - are implementing targeted support and improvement plans; (if applicable)



are identified as a persistently dangerous public school. (if applicable)

**Equitable Services to Nonpublics**

- The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- Not applicable

**Utilizing funds in multiple program areas**

- The LEA or consortium of LEAs receives less than \$30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.
- The LEA or consortium of LEAs receives \$30,000 or more and will utilize funds in all three Title IV.A program areas.

**Program areas**

- At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*
- At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*
- A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*
  - Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

**Annual report**

- The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

**District/LEA Comments**

**DESE Comments**

Email: [kathleen.schwartz@de.se.mo.gov](mailto:kathleen.schwartz@de.se.mo.gov)

Current User: DESEPUBLIC

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