

# Consolidated Federal Programs Plan

## General Provisions

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

### CONSOLIDATED FEDERAL PROGRAMS PLAN DEVELOPMENT

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

Participating (funded) programs under ESEA: **prepopulates from budget, only programs with an amount >0 will display**

- Title I.A            *Section 1112*
- Title I.C            *Section 1306*
- Title I.D            *Section 1423*
- Title II.A           *Section 2102*
- Title III.A          *Section 3116*
- Title IV.A          *Section 4106*

The Consolidated Federal Programs Plan is developed with timely and meaningful consultation, including participation of the following team members:            *Sections 1112(a)(1)(A), 1114(b)(2), 2102(b)(3)(A) and 4106(c)(1), Section 8305*

Federal Programs Plan Development							
Team Member	Participant in program planning for: (mark each plan the team member participated in)						
Role	Name	Title I.A	Title I.C	Title I.D	Title II.A	Title III	Title IV.A
<b>Parent</b> <b>must be checked</b>	If a role is checked must add a name and check at least 1 program+	<input type="checkbox"/>					
<b>Teacher</b> <b>must be checked</b>	+	<input type="checkbox"/>					
<b>Principal</b> <b>must be checked</b>	+	<input type="checkbox"/>					
<b>Other School Leaders</b>	+	<input type="checkbox"/>					
<b>Paraprofessionals</b>	+	<input type="checkbox"/>					
<b>Other</b>	+	<input type="checkbox"/>					

<b>Administrators</b>							
<b>LEA Representative</b>	+	<input type="checkbox"/>					
<b>Community-Based Organizations</b>	+	<input type="checkbox"/>					
<b>Local Government Representative</b>	+	<input type="checkbox"/>					
<b>IF APPLICABLE:</b>							
<b>Specialized Instructional Support Personnel</b>	+	<input type="checkbox"/>					
<b>Technical Assistance Providers</b>	+	<input type="checkbox"/>					
<b>School Staff</b>	+	<input type="checkbox"/>					
<b>Students</b>	+	<input type="checkbox"/>					
<b>Charter School Leaders</b>	+	<input type="checkbox"/>					
<b>Others if checked must have a name and at least 1 program checked</b>	+	<input type="checkbox"/>					
<b>Meeting Date(s) must indicate dates for each plan</b>		+	+	+	+	+	+

**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 Program plan:

FEDERAL TITLES/ACTS		Program representative(s)	Role
<b>ESEA</b>			
<input type="checkbox"/>	Title I.A School Improvement 1003A		+
<input type="checkbox"/>	Title I.C Education of Migratory Children		+
<input type="checkbox"/>	Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent , or At-Risk		+
<input type="checkbox"/>	Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals		+
<input type="checkbox"/>	Title III Language Instruction for English Learners and Immigrant Students		+
<input type="checkbox"/>	Title IV 21 <sup>st</sup> Century Schools		+
<input type="checkbox"/>	Title V Flexibility and Accountability		+
<b>Other Acts</b>			
<input type="checkbox"/>	Individuals with Disabilities Education Act		+
<input type="checkbox"/>	Rehabilitation Act of 1973		+
<input type="checkbox"/>	Carl D. Perkins Career and Technical Education Act of 2006		+
<input type="checkbox"/>	Workforce Innovation and Opportunity Act		+
<input type="checkbox"/>	Head Start Act		+

<input type="checkbox"/>	McKinney-Vento Homeless Assistance Act		+	
<input type="checkbox"/>	Adult Education and Family Literacy Act		+	
<input type="checkbox"/>	Others: if checked must include program representative and role.		+	
	+			

DRAFT

## 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. **Box must be checked**

### LEA Parent and Family Engagement Policy

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

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

**Response Required**

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

**Response Required**

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

**Response Required**

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. **Box must be checked**

*Section 1116 (a)(2)(A)*

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

**Response Required**

Check all that apply: **At least one box must be checked**

- 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)*
- 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.) **Box must be checked**  
*Section 1116 (a)(2)(B)*

## LEA Parent and Family Engagement Policy (continued)

Describe coordination, technical assistance, and other support:

Response Required

- 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. **Box must be checked** *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: **At least one box must be checked**

### ESEA

- Title I.A School Improvement 1003
- Title I.C Education of Migratory Children
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III Language Instruction for English Learners and Immigrant Students
- Title IV 21<sup>st</sup> Century Schools
- Title V Flexibility and Accountability

### Other Acts

- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Others: (insert text box) **If checked Response Required**

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

Response Required

- 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. **Box must be checked** *Section 1116 (a)(2)(D)*

Describe annual evaluation:

Response Required

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) **Box must be checked**

Describe method(s) for identifying barriers:

Response Required

## LEA Parent and Family Engagement Policy (continued)

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

Describe method(s) for identifying needs:

**Response Required**

- Strategies to support successful school and family interactions **Box must be checked**

Describe method(s) for identifying strategies:

**Response Required**

- 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. **Box must be checked** *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.*) **Box must be checked** *Section 1116 (a)(2)(F)*

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# SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY (Need one for each Title I served school)

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

Type of Title I.A program: at least one box must be checked

- 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. **Box must be checked**  
*Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy:

**Response Required**

- Parents are notified of the policy in an understandable and uniform format. **Box must be checked** *Section 1116 (b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. **Box must be checked** *Section 1116 (b)(1)*

## School Parent and Family Engagement Policy: 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. **Box must be checked** *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is **All boxes must be checked**
  - 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. **Box must be checked** *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply) : **Box must be checked and at least one below checked**
  - 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/or Schoolwide program plan in the school. **Box must be checked** *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school:

**Response Required**

School Parent and Family Engagement Policy:  
**POLICY INVOLVEMENT (continued)**

- In the planning, review, and improvement of the school parent and family engagement policy. **Box must be checked**  
*Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy:

**Response Required**

The school provides parents of participating children:

- Timely information about the Title I.A programs. **Box must be checked**  
*Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs:

**Response Required**

- 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. **Box must be checked**  
*Section 1116 (c)(4)(B)*

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

**Response Required**

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. **Box must be checked**  
*Section 1116 (c)(4)(C)*
- Responses to their suggestions as soon as possible. **Box must be checked**  
*Section 1116 (c)(4)(C)*

School Parent and Family Engagement Policy:

**SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**

**School-Parent Compact** **Need one for each Title I Served School**

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. **Box must be checked**

The school-parent compact:

- Describes the ways in which all parents will be responsible for supporting their children’s learning. **Box must be checked** *Section 1116 (d)(1)*

**Response Required**

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

**Response Required**

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum: **Box must be checked and all boxes below must be checked**

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed (required for elementary schools)
- 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)*

School Parent and Family Engagement Policy:

**SCHOOL 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 **Box must be checked**
  - 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:

**Response Required**

School Parent and Family Engagement Policy:

**SCHOOL CAPACITY FOR INVOLVEMENT (continued)**

- Provides materials and training to help parents work with their children to improve achievement. **Box must be checked**  
*Section 1116 (e)(2)*

Describe plans to provide materials and training:

**Response Required**

- 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. **Box must be checked**  
*Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents:

**Response Required**

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. **Box must be checked**  
*Section 1116 (e)(4)*

Describe plans to coordinate and integrate:

**Response Required**

- 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. **Box must be checked**  
*Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. **Box must be checked** *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)*

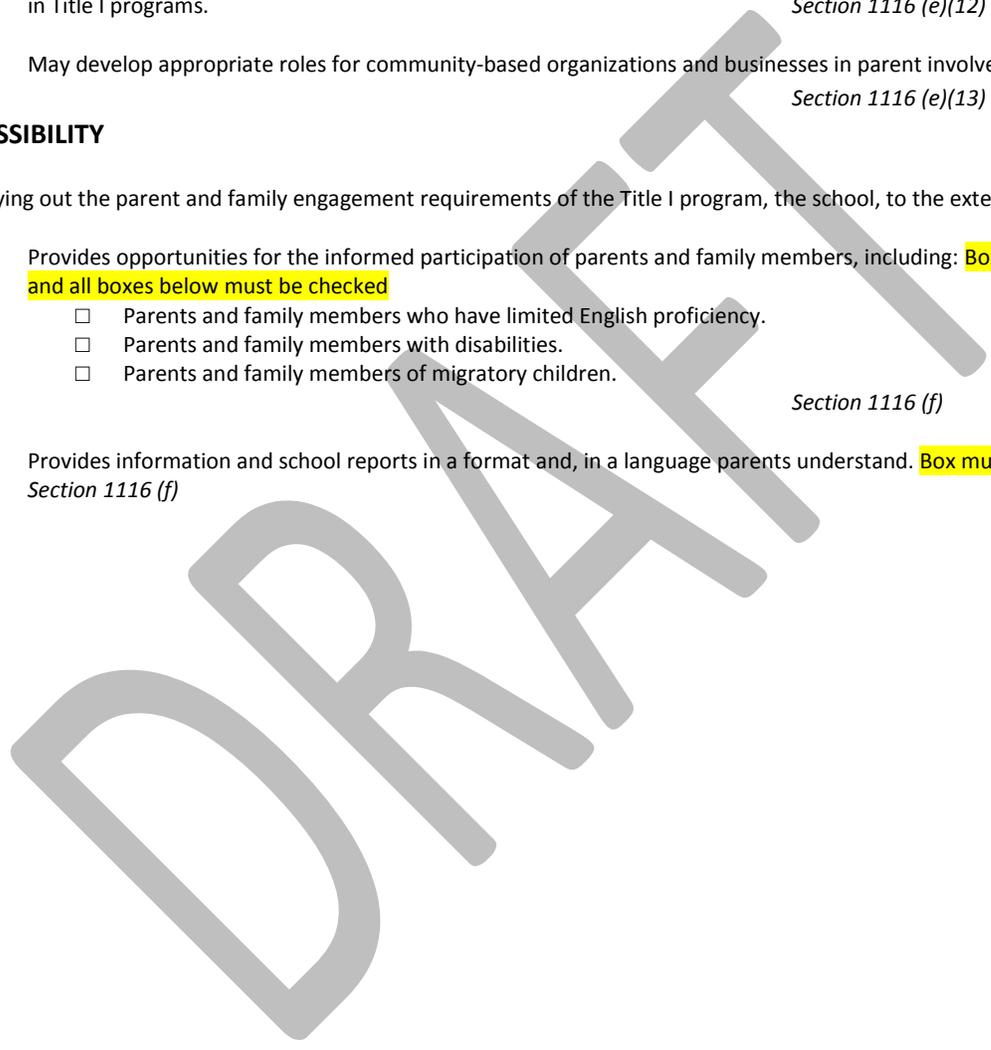
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at 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: **Box must be checked and all boxes below must be checked**
  - Parents and family members who have limited English proficiency.
  - Parents and family members with disabilities.
  - Parents and family members of migratory children.

*Section 1116 (f)*
- Provides information and school reports in a format and, in a language parents understand. **Box must be checked**  
*Section 1116 (f)*



**COMPREHENSIVE NEEDS ASSESSMENT (school level) need one for each Title I served school**

Section 1114(b)(6) **Must check both boxes below**

- 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.

**NEEDS ASSESSMENT: SCHOOL PROFILE**

**Student Demographics Must check all boxes below**

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

- Enrollment
- Grade level
- Ethnicity
- Attendance
- Mobility
- Socioeconomic status
- Discipline
- Limited English Proficiency

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

Strengths:

**Response Required**

Weaknesses:

**Response Required**

If indicated, state need(s) identified pertaining to **student demographics**:

**If response in Weaknesses box response required here**

**Student Achievement**

The following data regarding **student achievement** has been collected, retained, and analyzed: **First four boxes must be checked others can be**

- 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: **if checked then response required in text box below**

**NEEDS ASSESSMENT: SCHOOL PROFILE**

**Student Achievement (continued)**

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

Strengths:

**Response Required**

Weaknesses:

**Response Required**

If indicated, state need(s) identified pertaining to **student achievement**:

**If weakness is listed above, then box must be completed**

**Curriculum and Instruction**

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school: **Must check all boxes below**

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

**Response Required**

Weaknesses:

**Response Required**

If indicated, state need(s) identified pertaining to **curriculum and instruction**:

**If weakness is listed above, then box must be completed**

**High Quality Professional Staff**

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

- Staff preparation
- Core courses taught by appropriately certified teachers
- Staff specialists and other support staff
- Staff demographics
- School administrators

## NEEDS ASSESSMENT: SCHOOL PROFILE

### High Quality Professional Staff (continued)

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

Strengths:

Response Required

Weaknesses:

Response Required

If indicated, state need(s) identified pertaining to **high quality professional staff**:

If weakness is listed above, then box must be completed

### 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: **Must check all boxes below**

- 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:

Response Required

Weaknesses:

Response Required

If indicated, state need(s) identified pertaining to **family and community engagement**:

If weakness is listed above, then box must be completed

### 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: **Must check all boxes below**

- 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:

Response Required

Weaknesses:

Response Required

If indicated, state need(s) identified pertaining to **school context and organization**:

If weakness is listed above, then box must be completed

#### 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: One need must be identified with the option to add more

1. +

# Title I.A LEA Plan

## Introduction

The Title I.A LEA plan is created to ensure that all children receive a high-quality education and to close the achievement gap between children meeting the challenging Missouri Learning Standards and those children who are not meeting such standards.  
*Section 1112 (b)*

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 help children meet the challenging Missouri Learning Standards, and that
- the plan 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. **Box must be checked**  
*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. **Box must be checked**  
*Section 1112 (b)(1)(B)*

**Targeted Program Schools  
Multiple Criteria**

Section 1112 (b)(5),(9)

Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify children most in need of these services using the following multiple criteria:

(check all that apply, but at least 3 for each grade level served)

Criteria	
<input type="checkbox"/>	MAP (required for Schools serving grades 3—8)
<input type="checkbox"/>	Parents as Teachers Data
<input type="checkbox"/>	Developmentally Appropriate Assessment Name: +
<input type="checkbox"/>	Teachers' Objective Checklist/Academic Indicators
<input type="checkbox"/>	Parent Checklist
<input type="checkbox"/>	End of Course Exams
<input type="checkbox"/>	Other criteria: +

**Schoolwide Program Schools**

Section 1112 (b)(5)

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

**Response Required if LEA has Schoolwide schools**

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

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. **Box must be checked** Section 1112 (b)(1)(C) and (b)(5)
- Supplemental Instruction**

Subject areas and grade levels to be served (mark all that apply): **if supplemental instruction is checked above must have at least 1 content area checked and at least 1 grade level checked for each content area checked.**

<input type="checkbox"/>	Supplemental Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/>	Supplemental 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"/>
<input type="checkbox"/>	Supplemental Communication Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/>	Supplemental 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"/>
<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 <input type="checkbox"/>

**EARLY CHILDHOOD EDUCATION SERVICES**

Section 1112 (b)(1)(A), and 1113(c)(5) **One of the boxes below must be checked**

- 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.  
*Section 1112 (b)(1)(A) and 1112(c)(7)*

**Preschool Program** (mark all that apply) **if the “LEA will use” box is checked the chart below must be completed.**

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: **Must be checked if the “LEA will use” box is checked and at least one box below must be checked.**
  - 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) **Must be checked if the “LEA will use” box is checked and at least one box below must be checked.**
  - Project Construct
  - High/Scope
  - Creative Curriculum
  - Early Language and Literacy Curriculum

- Days of Service:** M  T  W  Th  F
- Length of School Day:**  full day  
 half day
- Age of Students Served:**  one year prior to entering kindergarten  
**at least one of the age of students served boxes must be checked**  
 two years prior to entering kindergarten

**EARLY CHILDHOOD EDUCATION TRANSITION**

Section 1112 (b)(8) **one of the boxes below must be checked**

- Not applicable; no early childhood education programs exist at the LEA or School 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:

**Response Required if LEA will support box is checked**

Describe transition activities:

**Response Required if LEA will support box is checked**

**TRANSITIONS**

Section 1112 (b)(10)

- The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school. **Box must be checked**

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

**Response Required**

**One of the 2 boxes below must be checked**

- The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:
- N/A the LEA is a K-8.

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

**Response Required if LEA will implement box is checked**

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

**Response Required if LEA will implement box is checked**

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:

**Response Required if LEA will implement box is checked**

**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 **box must be checked**

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

**Response Required**

**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. **Box must be checked**

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

**Response Required**

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in Web Apps when writing this description):

Response Required

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

Response Required

### NEGLECTED CHILDREN

Section 1112 (b)(4) One of the first 2 boxes below must be checked

- 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): if checked at least one of the boxes below must be checked
  - Local institution  
List: (insert text box) if checked Response Required
  - Community day school program  
List: (insert text box) if checked Response Required

Describe the nature of this/these services:

Response Required if "the LEA serves" box is checked above

### HOMELESS CHILDREN AND YOUTHS

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

- The LEA will provide services to support the enrollment, attendance, and success of homeless children and youths, including providing services comparable to those provided to children in Title funded schools. Box must be checked

Describe services that will be provided:

Response Required

### DISCIPLINE

Section 1112 (b)(11)

- The LEA will support efforts to reduce the overuse of discipline practices 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. Box must be checked

Describe support:

Response Required

### EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(12) one of the boxes below must be checked

- 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:

Response Required if the "LEA will support" box is checked above

**OTHER USES OF FUNDS**

Section 1112 (b)(13)(A) and (B) Must check at least one box below

- 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:

Response Required if the "LEA will use funds for gifted students" box is checked

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

Describe use of funds:

Response Required if the "LEA will use funds for school library program" is checked above

**Parent Comments**

Section 1116 (b)(4)

The Title I.A LEA Plan is satisfactory to parents of participating students. One of the radio buttons below must be checked.

- Yes
- No

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

Response Required if no is check above

# SCHOOLWIDE PROGRAM PLAN

All check boxes marked in this plan 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)*

<b>Schoolwide Plan Development</b>	
<b>Role</b>	<b>Team Member</b>
<b>Parent</b> must be checked	If a role is checked must add a name and check at least 1 program+
<b>Teacher</b> must be checked	+
<b>Principal</b> must be checked	+
<b>Other School Leaders</b>	+
<b>Paraprofessionals</b>	+
<b>Other Administrators</b>	+
<b>LEA Representative</b>	+
<b>IF APPLICABLE:</b>	
<b>Specialized Instructional Support Personnel</b>	+
<b>Technical Assistance Providers</b>	+
<b>School Staff</b>	+
<b>Students</b>	+
<b>Others</b> if checked must have a name and at least 1 program checked	+
<b>Meeting Date(s)</b> must indicate dates for schoolwide plan	+

## 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 Program plan:

FEDERAL TITLES/ACTS		Program representative(s)	Role
<b>ESEA</b>			
<input type="checkbox"/>	Title I.A School Improvement 1003A		+
<input type="checkbox"/>	Title I.C Education of Migratory Children		+
<input type="checkbox"/>	Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk		+
<input type="checkbox"/>	Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals		+
<input type="checkbox"/>	Title III Language Instruction for English Learners and Immigrant Students		+
<input type="checkbox"/>	Title IV 21 <sup>st</sup> Century Schools		+
<input type="checkbox"/>	Title V Flexibility and Accountability		+
<b>Other Acts</b>			
<input type="checkbox"/>	Individuals with Disabilities Education Act		+
<input type="checkbox"/>	Rehabilitation Act of 1973		+
<input type="checkbox"/>	Carl D. Perkins Career and Technical Education Act of 2006		+
<input type="checkbox"/>	Workforce Innovation and Opportunity Act		+
<input type="checkbox"/>	Head Start Act		+
<input type="checkbox"/>	McKinney-Vento Homeless Assistance Act		+
<input type="checkbox"/>	Adult Education and Family Literacy Act		+
<input type="checkbox"/>	Other Federal Acts: if checked must include program representative and role +		+
<input type="checkbox"/>	Other State and local services, resources and programs : if checked must include program representative and role		+

## 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)  
**Box must be checked and at least 1 of the 6 boxes below must be checked**

- Supplemental instruction: If checked then at least 1 subject area and 1 grade level for that subject area must be checked below

Subject areas and grade levels to be served (mark all that apply):

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

- Class size reduction** if checked then grade level or other field must be completed

Grade levels: K  1  2  3  4  5  6  7  8  9  10  11  12   
Other: \_\_\_\_\_ + **if checked response required**

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- Response to Intervention
- Other: \_\_\_\_\_ + **if checked response required**

### STRATEGIES TO ADDRESS SCHOOL NEEDS (continued)

These strategies will: *(mark all that apply)* **at least 1 of the 4 below must be checked**

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

Description of how strategy/strategies will provide...:

**If box above is checked, then Response Required**

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

Description of how strategy/strategies will strengthen...:

**If box above is checked, then Response Required**

- Increase the amount of learning time. **If box is checked then at least one box below must be checked**

- Extended school year
- Before- and/or after-school programs
- Summer program
- Other: \_\_\_\_\_ + **if Other is checked response required**

- Help provide an enriched and accelerated curriculum.

Description of how strategy will provide...:

**If box above is checked, then Response Required**

### STRATEGIES TO ADDRESS SCHOOL NEEDS (continued)

Activities 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 be addressed:

If box above is checked, then Response Required

Activities will include: (mark all that apply) if box above is checked then one of the six boxes below must be checked

Improving students' skills outside the academic subject areas if checked then must check at least one checkbox below

- 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 if checked then must check at least one box below

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other: \_\_\_\_\_ +

Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data if box is checked then Delivery of Professional Development and PD activities box below must be checked

Delivery of professional development services: at least one box below must be checked

- Instructional coach
- Teaching methods coach
- Third party contract
- Other: \_\_\_\_\_ + if checked response required

Professional development activities that address the prioritized needs

Describe activities:

If box above is checked, then Response Required

Activities to recruit and retain effective teachers, particularly in high need subjects

Describe activities:

If box above is checked, then Response Required

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities:

<input type="checkbox"/> If box above is checked, then Response Required
--

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## SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- This program will be consolidated with other State, local and Federal programs.

Mark all programs that will be consolidated: **if box above is checked Title I.A must be checked**

### ESEA/ESSA

- Title I.A Improving the Academic Achievement of the Disadvantaged(required)
- Title I.A School Improvement 1003
- Title I.C Education of Migratory Children (Migrant parents must agree to include these funds in the pool)
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk
- Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III Language Instruction for English Learners and Immigrant Students
- Title IV 21<sup>st</sup> Century Schools
- Title V Flexibility and Accountability

### Other Acts

- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Others: \_\_\_\_\_ + **if checked response required**

### Other State and local services, resources, and programs

- State and local funds (required) **if first box at the top of this page is checked this box must be checked**
- Others: \_\_\_\_\_ + **if checked response required**

### Parent Comments

Section 1116 (c)(5)

The Title I.A Schoolwide Plan is satisfactory to parent of participating students. **Either yes or no must be checked below.**

- Yes
- No

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

**If no is checked above Response Required**

# Title I.C

Address each of the following:

## Section I - Assurances and Certification **box below must be checked**

- The applicant Local Educational Agency (LEA) hereby assures that it will comply with all of Title I, Part C, Migrant Education regulations, policies, guidelines and requirements; and that according to section 1304 of Title I, Part C, funds received under this part will be used only to supplement services, and that:
  - coordination efforts will be conducted with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory families and their children;
  - in planning and carrying out such projects, there has been, and will be, adequate provision to ensure that migratory children are provided with appropriate educational and supportive services that address their special needs; and give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State content standards and State student performance standards, and whose education has been interrupted during the regular school year;
  - the project activities will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards;
  - in determining the effectiveness of such projects, where feasible, the same approaches and standards will be used to assess the performance of students, schools, and LEAs under Title I, Part A; the evaluation requirements will be facilitated by projects; and the English proficiency of all migrant children will be assessed annually and educational services will be based on scientifically-based research;
  - in the planning and operation of projects, there is consultation with teachers, school administrators, education-related community groups, and parent advisory councils for programs of one (1) school year in duration, and that all such projects are carried out:
    - in a manner that provides the same parental involvement as is required for projects under section 1118 of Title I, Part A, unless extraordinary circumstances make such provision impractical; and
    - in a format and language understandable to the parents;
  - to the extent feasible, such projects will provide for:
    - advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
    - professional development programs, including mentoring, for teachers and other project personnel;
    - family literacy programs, including such programs that use models developed under Even Start;

- the integration of information technology into educational and related programs; and
- programs to facilitate the transition of secondary school students to post-secondary education or employment;
- LEAs will assist the State in determining the number of eligible migratory children through such procedures as the State may require;
- such records as may be required for fiscal audit and program evaluation will be kept for a minimum of five (5) years from date of last activity; and
- Title VI of the Civil Rights Act of 1964 (P.L. 88-352) will be complied with in that no person shall, on the grounds of race, color or national origin, be excluded from participation in, or be denied the benefit of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives federal financial assistance and will immediately take any measure necessary to effectuate the agreement.

**SECTION II – STUDENTS SERVED SCHOOLS WHERE MIGRANT STUDENTS WILL BE SERVED**

List the Schools where migrant students will be served by this grant. **Must have at least one school listed below if Title I.C funds are > than 0**

Name of School	+
----------------	---

**SECTION III – MIGRANT EDUCATION PROJECT NEEDS ASSESSMENT**

Each student’s needs must be assessed within two weeks of enrollment. Individual student’s annual needs assessment is to be kept at the LEA in each student’s cumulative folder.

Check any of the following methods used to determine the needs of migrant students in your project: **at least one must be checked**

- Family Interview
- Language Proficiency Assessment
- Skills Checklist
- Teacher Referral
- Surveys/Questionnaires
- Parent Input
- Support Staff Referral
- Attendance Records
- Home Language Survey
- Monitor Student Grades for Tutoring needs
- Student Requests for School Supplies, Dental, Glasses, Tutoring, etc.
- Frequent Contact and Relationship with the Migrant Liaison
- Other \_\_\_\_\_ **if checked must list other method on line**

**SECTION IV – PROJECT PLAN NARRATIVE**

Provide a project narrative specifically addressing each item outlined in the following sections in accordance with Title I, Part C.

**INSTRUCTIONAL SERVICES**

- Describe the high quality and comprehensive educational services that will be provided to help migratory children overcome educational disruption, cultural and language barriers and other factors that inhibit the ability of such children to do well in school, and to ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. [Section 1301 (1) (4) (5)]

Response Required

- Describe how the services offered by the Migrant Education project will be integrated with those provided by other programs such as Title I, Part A and Title III. [Sec. 1304 (C)]

Response Required

- Describe how the Migrant Education project will ensure that priority for service is implemented. See definitions provided in the NCLB Consolidated Federal Programs Administrative Manual. [Sec. 1304 (d)]

Response Required

**PROGRAM ADMINISTRATION**

- Describe the student record keeping process used to ensure the timely transfer of pertinent records to the State and to other local education agencies (LEAs). [Sec. 1304 (b) (3) and (5)]

Response Required

- Describe the process used to effectively assess the needs of the migratory children and families that will be served through the Migrant Education project. [Sec. 1301 (a) (1) and (4)]

Response Required

- Describe the process that is and will be used to evaluate the effectiveness of the Migrant Education project. [Sec.1304 (C) (5)]

Response Required

- Describe what measures are and will be taken to ensure the budget/cost effectiveness of the Migrant Education project. [Sec. 1304 (C) (5)]

Response Required

- Describe the student record keeping process and how the district will ensure that only migrant students with a valid Certificate of Eligibility will be served.

Response Required

### SUPPORT SERVICES

- Describe the social/health/support services that will be available for migratory children and provide a list of the groups or organizations that will be working in cooperation with the Migrant Education project to provide these services. [Sec. 1304 (c) (6) (A)]

Response Required

- Describe the coordination that will take place with other agencies within Missouri and other states that benefit migratory children. [Sec. 1304 (c) (1) (B)]

Response Required

### PROFESSIONAL DEVELOPMENT

- Describe the professional development provided for Migrant Education teachers and/or staff. [Sec. 1304 (c) (6) (B)]

Response Required

- Describe the methods and processes of collaboration regarding services provided to migrant children between Migrant Education and mainstream staff. [Sec. 1304 (C)]

Response Required

### PARENTAL INVOLVEMENT

- Describe how parents are involved in the Migrant Education project, include a list of the activities/parent nights planned, a description of parental involvement in the processes of assessing students' needs and evaluating the Migrant Education project, as well as a description of any family outreach efforts (such as home visits, family literacy classes, etc.). [Sec. 1304 (c) (3) (A) and (c) (6) (A)]

Response Required

- Describe the activities of the Parent Advisory Council (PAC) and provide agendas for PAC meetings as well as a PAC membership and contact information list. [Sec. 1304 (c) (3)]

Response Required

Please identify the numbers of eligible migrant children that will be served in your project. **If funding is >0 must have students reported in the chart below.**

School	Migrant children expected to reside in district	Migrant children expected to be served
Pre-School		
Elementary		
Secondary		
Out of School		
<b>Total</b>		

The Missouri Department of Elementary and Secondary Education has adopted Measureable Performance Outcomes (MPOs) for the Migrant Education Program (MEP) through the state's Comprehensive Needs Assessment. Check the box(es) below next to the MPOs your district will be addressing with MEP funds. **Must check at least 1 MOP and provide a description**

**Communication Arts**

- Strategy 1.1
  - MPO: 1a) By the end of 2014-15 and each year thereafter, the gap in proficiency in communication arts on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%. **If box is checked Response Required below**

Describe how supplemental instructional support is provided for migrant students in the areas of communication arts, literacy, and language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.

- Strategy 1.2
  - MPO: 1b) By the end of 2014-15 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the communication arts strategies from the training to their instruction. **If box is checked Response Required below**

Describe how professional development opportunities that include the unique needs of migrant students will be provided for teachers of migrant students in areas such as data analysis for

data-driven instruction, academic language, and differentiating instruction within communication arts.

- Strategy 1.3

- MPO: 1c) By the end of 2014-15 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children’s reading achievement. **If box is checked Response Required below**

Provide parent involvement opportunities relating to improving educational success in communication arts for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.

## Mathematics

- Strategy 2.1

- MPO: 2a) By the end of the 2014-15 school year and each year thereafter, the gap in proficiency in mathematics on the State standardized test between migrant students participating in supplemental supports during the regular school year and non-migrant students will decrease by 3%. **If box is checked Response Required below**
- MPO: 2b) By the end of the 2014-15 school year and each year thereafter, 80% of students receiving language of math instruction will demonstrate a 3% gain on district-approved semester assessment (such as the language of math portion of the ACCESS assessment). **If box is checked Response Required below**

Provide supplemental instructional support for migrant students in the area of mathematics with a focus on academic language development. Examples include extended day programs, peer tutoring, mentoring, and summer school.

- Strategy 2.2

- MPO: 2c) By the end of the 2014-15 school year and each year thereafter, 80% of migrant students will demonstrate a 9% gain on a district-approved pre/post assessment (such as the Math MATTERS summer assessment) of math skill development. **If box is checked Response Required below**

Provide supplemental instruction in conceptual and procedural math through summer school (e.g. Math MATTERS), extended instruction time, and individual/specialized instruction.

- Strategy 2.3

- MPO: 2d) By the end of 2014-15 and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the mathematics strategies from the training to their instruction. **If box is checked Response Required below**

Provide professional development opportunities that include the unique needs of migrant students for teachers of migrant students in areas such as data analysis for data-driven instruction, academic language, and differentiating instruction within the area of mathematics.

- Strategy 2.4

- MPO: 2e) By the end of 2013-14 and each year thereafter, 80% of migrant parents participating in parent involvement activities (such as Parent Advisory Council meetings) will report on a parent survey that the activity helped them support their children's math achievement. **If box is checked Response Required below**

Provide parent involvement opportunities relating to improving educational success in mathematics for migrant students including PAC meetings, parent training, and notification of opportunities for involvement.

### School Readiness

- Strategy 3.1

- MPO: 3a) By the end of 2014-15 and each year thereafter, 80% of migrant parents participating in family literacy activities will report on a parent survey that the strategies helped them prepare their children for school. **If box is checked Response Required below**

Provide family literacy instruction and materials to assist migrant families in developing their children's school readiness through learning strategies implemented in the home.

- Strategy 3.2
  - MPO: 3b) By the end of 2014-15 and each year thereafter, 80% of migrant children ages 4 or 5 and not in kindergarten will receive referrals to appropriate early childhood education services as indicated on the district migrant report. **If box is checked Response Required below**

Provide access to early childhood education services, summer school, and/or home visits through coordination with existing services such as Parents as Teachers, Title I preschools, community preschools, Missouri Preschool Project, and Head Start.

### High School Graduation

- Strategy 4.1
  - MPO: 4a) By the end of the 2014-15 school year and each year thereafter, the dropout rate for migrant students will decrease by 0.5%. **If box is checked Response Required below**

Provide supplemental instructional and support services to increase credit accrual leading to graduation through services such as credit recovery, college and career readiness activities, and distance learning.

- Strategy 4.2
  - MPO: 4b) By the end of the 2014-15 school year and each year thereafter, 80% of teachers of migrant students participating in migrant-sponsored professional development will report on a survey that they applied the college and career readiness strategies from the training to their instruction. **If box is checked Response Required below**

Provide professional development opportunities that include the unique needs of migrant students for teachers of secondary-age migrant students in areas such as dropout prevention, college and career readiness, and distance education.

- Strategy 4.3
  - MPO: 4c) By the end of 2014-15 and each year thereafter, 80% of migrant parents participating in parent involvement activities related to high school graduation will report on a parent survey that the activity helped them support their children in making progress toward high school graduation. **If box is checked Response Required below**

Provide parent involvement opportunities and instruction relating to the importance of graduation, state requirements for graduation, understanding student progress reports, and college and career goal setting.

- Strategy 4.4

- MPO: 4d) By the end of the 2014-15 school year and each year thereafter, 80% of migrant students for whom needs were indicated on the Family Interview Form will receive support services or referral services appropriate to the need as indicated on the Needs Assessment Follow-up. **If box is checked Response Required below**

Provide supplemental support services to eligible migrant students (ages 3 through 21) to meet the locally identified needs of migrant students such as resource lists, medical/dental/vision services, necessary school supplies, clothing, transportation, and other allowable support services. (health, nutrition, counseling, social services)

DRAFT

# Title I.D

One of the 2 boxes below must be checked

- The LEA will fund and carry out activities to achieve the purposes of Title I.D. If checked a response is required in text box below
- Not Applicable the LEA does not receive Title I.D funds. If checked the rest of the Title I.D Plan is not required

- The LEA will provide a description of the program to be assisted. If the "carry out activities" box is checked above this box must be checked.

Describe program to be assisted:

If the "carry out activities" box above is checked a response is required here

- The LEA has a formal agreement regarding the program to be assisted with the correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system. If the "carry out activities" box is checked above this box must be checked.

Describe the formal agreement:

If box above is checked a response is required here

One of the 2 boxes below must be checked

- Participating schools will coordinate with facilities working with delinquent children and youth to ensure the children and youth are participating in an education program comparable to one operating in the local school the delinquent youth would attend. If checked a response is required below
- Not Applicable.

Describe how the program will coordinate with facilities working with delinquent children and youth to ensure the children and youth are participating in an education program comparable to one operating in the local school the delinquent youth would attend:

If the "participating schools" box above is checked a response is required here

- The LEA will facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth. Box must be checked

Describe how the delinquent children and youth will be transitioned from the correctional facilities back to the school and the types of services the school will provide to the children and youth:

Response Required

- The LEA will facilitate the successful transition of children and youth entering the correctional facilities and, as appropriate, the types of services that the correctional facility will provide such children and youth and other at-risk children and youth. **Box must be checked**

Describe how the delinquent children and youth will be transitioned from the school district to the correctional facility and the types of services the correctional facility will provide to the children and youth:

**Response Required**

- The LEA will provide the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate with existing educational programs to meet the unique educational needs of such children and youth. **Box must be checked**

Describe the characteristics of the children and youth who will be returning from correctional facilities:

**Response Required**

**One of the 2 boxes below must be checked**

- Participating schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. **If checked a response is required in text box below**
- Not Applicable.

Describe how the program will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility:

**If the "participating schools" box above is checked a response is required here**

**One of the 2 boxes below must be checked**

- The LEA will partner with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education

programming, and mentoring services for participating students. **If checked a response is required in the text box below**

- Not Applicable.

Describe the partnership between the participating schools and institutions of higher education or local businesses:

**If the "LEA will partner" box above is checked a response is required here**

**One of the 2 boxes below must be checked**

- The LEA will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities. **If checked must a response is required in the text box below**

- Not Applicable.

Describe how the LEA will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities:

**If the "LEA will involve" box above is checked a response is required here**

- The LEA will coordinate the Title I.D program with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth. **Box must be checked**

Describe how the LEA will coordinate the Title I.D program with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth:

**Response Required**

**One of the 2 boxes below must be checked**

- The LEA will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable. **If checked Response Required below.**

- Not Applicable.

Describe how the LEA will coordinate with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs:

**If the "LEA will coordinate" box is checked above a response is required here**

One of the 2 boxes below must be checked

- The LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities. **If checked Response required below.**
- Not Applicable.

Describe how the LEA will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities:

If the "LEA will work with" box is checked above a response is required here

- The LEA ensures correctional facilities working with children and youth are aware of a child's or youth's existing individualize education program. **Box must be checked**

Describe how the LEA will ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualize education program:

Response Required

One of the 2 boxes below must be checked

- The LEA will take steps to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program. **If checked Response Required below.**
- Not Applicable.

Describe what steps the LEA will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program:

If the "LEA will take steps" box is checked above a response is required here

# 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

- The LEA will transfer or REAP Flex **ALL** Title II.A funds **If checked skip to the Providing Equitable Services to Nonpublic question.**
- The LEA will fund and carry out activities to achieve the purposes of Title II. **If checked a response is required in the text box below**

*Section 2102 (b)(2)(A)*

Describe activities:

- These activities will be aligned with the Missouri Learning Standards. **If “carry out activities” box is checked this must be checked and a response is required in text box below**

*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 School the capacity of teachers and opportunities to develop meaningful teacher leadership). **Box must be checked**

Describe systems of professional growth and improvement:

**Response Required**

## PRIORITIZING FUNDS

**One of the two boxes below must be checked**

- The LEA will prioritize funds to targeted and comprehensive schools.
- Not applicable (no targeted/comprehensive schools)

Describe how the LEA will prioritize funds to these schools:

**If first box above is checked a response is required here**

- The LEA will prioritize funds to schools that have the highest percentage of economic deprivation. **Box must be checked**

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

**Response Required**

## USING DATA AND ONGOING CONSULTATION

- The LEA will use data and ongoing consultation to continually update and improve Title II activities. **Box must be checked**

Describe how the LEA will use data and ongoing consultation:

**Response Required**

**PROVIDING EQUITABLE SERVICES TO NONPUBLICS** one of the boxes below must be checked

- The LEA will provide services on an equitable basis to nonpublic teachers.
- 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. **Must be checked**

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# Title III – EL

The Elementary and Secondary Education Act of 1964 (ESEA) states each eligible entity desiring Title III funds from the SEA shall submit a plan with the application containing information as required to be reviewed by DESE.

PLAN REQUIRED (ESEA Sec. 3116 (a)) - Local Education Agencies shall submit a plan to DESE explaining how it will use Title III-EL funds.

**Address each of the following:**

Describe the programs and activities proposed to be developed, implemented, and administered with Title III-EL funds.

Response Required

Describe how the LEA will use the Title III-EL funds to meet all annual measurable achievement objectives (AMAOs).

Response Required

Describe how the LEA will hold elementary schools and secondary schools accountable for making adequate yearly progress (AYP) for English learners, as described in Title I.

Response Required

Describe how the LEA will promote parental and community participation in programs for English learners.

Response Required

Describe how language instruction educational programs funded with Title III-EL will ensure that English learners being served by the programs develop English proficiency.

Response Required

**LEA agrees to the following assurances: all assurances below must be checked**

- the LEA has based its proposed plan on scientifically-based research on teaching limited English proficient children;

- the LEA ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards;
- the LEA is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 of NCLB.
- the LEA has consulted with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing its plan to provide English language instruction.

**REQUIRED ACTIVITY** ESEA Sec 3115 (c) - Explain how the LEA will use Title III-EL funds to increase the English proficiency of identified English learners by providing high-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in increasing:

English proficiency

Response Required

Student academic achievement in the core academic subjects

Response Required

**REQUIRED ACTIVITY** ESEA Sec 3115 (c) - Explain how the LEA will use Title III-EL funds to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is:

designed to improve the instruction and assessment of English learners;

Response Required

designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for English learners;

Response Required

based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

Response Required

of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Response Required

**AUTHORIZED ACTIVITIES-** LEAs may use the funds, after the required activities have been met, to further improve the education of limited English proficient children by undertaking one or more of the following activities.

Check the other activities the LEA will be conducting using Title III-EL funds.

- Upgrading program objectives and effective instruction strategies.
- Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- Providing tutorials and academic or vocational education for limited English proficient children, and intensified instruction.
- Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:
  - to improve the English language skills of limited English proficient children; and
  - to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Improving the instruction of limited English proficient children by providing for:
  - the acquisition or development of educational technology or instructional materials;
  - access to, and participation in, electronic networks for materials, training, and communication; and
- Carry out other activities that are consistent with the purposes of Title III.

# TITLE IV.A

## 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.

*Section 4101*

## 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.

*Section 4106 (a)*

- The LEA will transfer or REAP Flex **ALL** Title IV.A funds **If checked only complete the Providing Equitable Services to Nonpublic questions.**

## CONSORTIUM (optional)

**One of the two below must be checked**

- This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs: **if checked chart below must be completed**
- Not Applicable

*Section 4106 (b)*

LEA	County-District Code	LEA Authorized Representative
+	+	+

## NEEDS ASSESSMENT

**One of the 3 check boxes below must be checked**

- Needs assessment not required **if this box is checked one of the 2 boxes below must be checked**
  - LEA receives allocation less than \$30,000, or
  - The sum of the allocations of a consortium's member LEAs is less than \$30,000.

*Section 4106 (d)(2)*

- 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.

*Section 4106 (d)(1)*

- The needs assessment has been conducted within the past three years.

*Section 4106 (d)(3)*

Date of Needs Assessment:

If either of the last 2 check boxes above are checked a response is required here.

**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: if either of the last two boxes were checked under needs assessment a response is required in all 3 text boxes below.

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. if either of the last two boxes were checked under needs assessment a response is required in all 3 text boxes below.

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. **If either of the last two boxes were checked under needs assessment a response is required in all 3 text boxes below.**

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. **if either of the last two boxes were checked under needs assessment a response is required in all 3 priority text boxes and all 3 identified need text boxes below.**)

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

**DESCRIPTIONS**

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

*Section 4106*

**One of the two boxes below must be checked**

- 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. **if checked must complete chart below**

Agency	Description of support
+	+

**Activities and programming**

**Well-rounded education**

*Section 4106 (e)(1)(B),(E)*

One of the two boxes below must be checked

- 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. **If checked must complete chart below**

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)*

One of the two boxes below must be checked

- 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. **If checked must complete chart below**

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)*

One of the two boxes below must be checked

- 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: **If checked must complete chart below**

Activity	Program Objective	Intended Outcome	Evaluation method
+	+	+	+

**ADDITIONAL ASSURANCES**

**High Priority Schools**

**Box must be checked**

- The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: *(mark all that apply)*

**First two boxes must be checked**

- 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)*

*Section 4106 (e)(2)(A)*

**Equitable Services to Nonpublics**

**One of the two boxes below must be checked**

- The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide for the equitable participation of nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- Not Applicable

*Section 4106 (e)(2)(B), Section 8501 (a)(1)*

**Utilizing funds in multiple program areas:**

**One of the two boxes below must be checked**

- 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. (Each assurance below is required.)

*Section 4106 (e)(2)*

*Section 4106 (f)*

**Program areas:**

**All 3 boxes below must be checked if the LEA receives \$30,000.00 or more**

- 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*

**Box must be checked**

- Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure.

*Section 4109 (b)*

**Annual report:**

**Box must be checked**

- 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)*

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