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

4180 DAVIDSON ELEMENTARY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
 Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

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

The family engagement will be presented to families where suggestions and feedback will be taken and implemented into the policy. We will also have the policy translated into the major languages of our school and provided to families.

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

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is

- To inform parents of their school's participation in the Title I.A program
- To explain the requirements of Title I.A
- To explain the right of parents to be involved.

Section 1116 (c)(1)

- The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- Transportation
- Child care
- Home visits
- Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

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

We will distribute the policy yearly. Parent/ Guardians review the policy and provide agreement or changes that they feel need to be made. Title 1A Schoolwide Program is planned, reviewed and improvements are made at the Spring Title 1A Information meeting.

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

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

We conduct yearly meetings where we discuss the plan and the purpose of the plan. We will send a survey to parents to gather suggestions and input around what our parents/ guardians feel needs to remain, change or be added to the plan. We meet with interested parties as appropriate.

The school provides parents of participating children:

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

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

School Messenger - emails, texts, and phone call messages; school Facebook page; school website; flyers sent home in backpacks; PTA meetings; calendar on website; Twitter; parent newsletters
"We conduct a yearly meeting where we provide information about the Title I.A program and the purpose of said programs. We explain to parents about how these funds are used to supplement our services to students based on their needs."

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

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

We will conduct yearly meeting where we discuss and explain our curriculum assessments and MAP achievement levels. During this meeting parents often ask classifying questions to deepen their understanding of our data and the curriculum we use. Teachers/ principals are available to answer additional questions and provide data.

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

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Families will be responsible to teach morals and values, maintain communication between the family and school, be enthusiastic toward the school, teach children to take responsibility, value the importance of education, be active in conferences, family events and programs, send student to school rested, prepared to learn and on time, and encourage nightly reading.

We expect that parents will:

- Attend parent-teacher conferences
- Respond to requests for communication
- Serve as role models for our students
- Ask questions and communicate with applicable adults when there is a concern
- Share all information, which is relevant to the child's needs
- Take responsibility for overseeing homework and participating in projects as requested
- Take responsibility for the child's physical readiness for school
- Communicate in a civil manner refraining from profanity, raised tones or other acts of aggression. The first incident parent will receive a warning, with a letter of civility from the district any other may result in a no trespassing restriction at the school.

The Title 1A Schoolwide Program Plan is planned, reviewed, and improvements are made at the Spring T1A informational meeting.

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

Our compact states the schools responsible for providing real life experiences for learning in a positive environment, foster a love of learning to promote life - long learners, develop students who will learn to function in society after elementary school, open communication between parent, teacher and students, provide a firm foundation in the basics and be helpful, kind and safe in all settings.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - Issuing frequent reports to parents on their children's progress
 - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)*

BUILDING CAPACITY FOR INVOLVEMENT

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

- Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
 - o the Missouri Assessment Program,
 - o local assessments,
 - o how to monitor a child's progress, and
 - o how to work with educators to improve the achievement of their children.
- Section 1116 (e)(1)*

Describe plans to provide assistance.

We will provide assistance in an ongoing basis as needed by parents. We will also provide this assistance to every parent/ guardian during our fall family conference and spring student led conferences. We will also attach teaching and learning tips from our TLC in our parent newsletters as well as information pages for students in interventions.

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

Describe plans to provide materials and training.

We will provide materials and trainings for our parents in an ongoing basis during fall family conferences, spring student led conferences and in our parent newsletters. We have an open-door policy and parents reach out to us when they need support.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Family involvement is something we value and communication is critical for parents and school staff to work together to better student learning. Teachers will provide Professional Development on how often and when to communicate with families so that parents are informed. Teachers are asked to provide a newsletter to families biweekly so that parents are aware of academic instruction in classes. Teachers will be coached on how to share academic accomplishments such as progress reporting. Trauma training will occur so that teachers are able to connect and partner with families who may have experienced trauma.

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

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

Describe plans to coordinate and integrate.

For the 2023 - 2024 school year we will have a reading specialist who can deliver reading instruction to our below grade level readers. Our reading specialist will see anywhere between 30 - 45 students. We have also requested an interventionist to assist with math and literacy support for students who score below grade level. The interventionist would support 50 - 75 students in small group setting.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*
- Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:
 - Parent and family members who have limited English proficiency.
 - Parent and family members with disabilities.
 - Parent and family members of migratory children.

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

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- A comprehensive needs assessment of the entire school has been conducted.

- The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

5/30/2023

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

Our English Language learners historically achieve at the same level as non-English language learners.

Weaknesses:

Our special education students score lower on state and district assessments compared to same cohort peers.

Indicate needs related to strengths and weaknesses:

We need to be intentional with our MTSS practices, our schedule and student placement. Special education teachers will attend PLT's so they know what is happening in the classroom and students will have access to general education materials in the special education classroom as well as general education classroom.

Student Achievement

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

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

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

Strengths:

"• Minimal to no achievement/opportunity gap between students who participate in English Language program and those who do not
Positive care giver survey results.
High level of family involvement at family events.
Out of the students who receive reading support 42% have meet their F&P goal showing that they are reading on grade level.

Weaknesses:

Special education students show minimal to no growth on the MAP test.
45% of students read below grade level

Indicate needs related to strengths and weaknesses:

We need additional staff to support reading, math, and writing beyond what the district provides.
We need continues support for our English language learners.
Continued support for our MTSS processes.

Curriculum and Instruction

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

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

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

Strengths:

The principals will conduct 7-10 classroom walk throughs each week collecting curriculum and instruction data. During these walk throughs the strengths that are observed in regards to curriculum and instruction were as follows : Strong implementation of workshop model, learning targets posted, high level of discourse and student justification in thinking an answering, student choice in tasks, high levels of student engagement and time on task.

Weaknesses:

An area for continues improvement at Davidson is in the area of skill/ strategy work. Unpacking and embedding priority standards into multiple content and modes of use, as well as strengthening writing.

Indicate needs related to strengths and weaknesses:

We will continue to provide professional development and feedback around strategies linked to skill work. Phonics, reading strategies, skill development and instructional practices.

High Quality Professional Staff

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

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

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

Strengths:

All our professional/ certified staff are considered to be highly qualified. We have teachers who have 15+ years of experience with most of teachers falling between 3-5 years of experience. Teachers at all levels participate in professional development through summer academy and through professional growth to improve their practice.

Weaknesses:

none identified at this time

Indicate needs related to strengths and weaknesses:

Administrative support and a highly qualified teaching and learning coach to support teachers as they grow and learn.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- Parental involvement
- Communication with parents
- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

We have 80 - 98% of families in attendance at all family involvement activities including immediate families, grandparents and community members. We had over 80% of parents participate in our spring student led conference. We have a PTA that meets and provides opportunities to families as well.

Weaknesses:

None at this time

Indicate needs related to strengths and weaknesses:

We will seek varied ways to engage our parents with what is occurring at our school and engagement them as a partner. Continue to seek ways by which our parents can engage in PBS, instructional practices and Equity and Inclusion.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- School mission/vision
- Average class size
- School climate
- Management and governance
- Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

We have over 85% of families participate in fall and spring conferences. We have around 90% of families attend community events. We provide multiple opportunities for families and care givers to vie input on the school.

Weaknesses:

Need to increase parent input in committees and processes.

Indicate needs related to strengths and weaknesses:

Continue to seek varied ways to engage our parents with what is occurring at our school and engage them as our partners. Continue to seek ways by which our parents can engage in academic success of their students by having resources and understand to use in their homes to advance student learning.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

- | | |
|---|--|
| 1 | 1. Increase support for struggling readers through a reading specialist. |
| 2 | 2.MTSS supports for all students |
| 3 | |

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SCHOOLWIDE PROGRAM

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

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

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

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

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

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input 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"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text" value="No Supplemental Instruction"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text" value=""/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

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

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

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Students will learn strategies to increase reading ability and problem solving when problems are submitted in word form.

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

Description of how strategy/strategies will strengthen

Davidson has strong curriculum provided by NKCS D that are aligned and meet students' needs. Reading specialists and interventionists will provide small group support by focusing on missing skills and spending time on intentional lessons while monitoring progress and adjusting as needed.

- Increase the amount of learning time

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

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

After school tutoring will be available; Materials will be provided to staff above and beyond what the school district provides to allow for enrichment opportunities for students such as speakers, field trips, books and more.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Reading specialist and interventionist will focus on missing skills for students who are performing below reading, writing and math standards.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas**
 - Counseling
 - School-based mental health programs
 - Specialized instructional support services
 - Mentoring services
 - Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

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

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

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

Professional development activities that address the prioritized needs

Describe activities

Literacy instruction modules, math instruction professional development

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

We have monthly appreciation activities, provide planning and work time, open door policy with school leadership to address any concerns.

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

Describe activities

Our Pre- K program is invited to all school activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B

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

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

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

- Yes
- No

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

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District/LEA Comments

DESE Comments

Email: amy.dutcher@dese.mo.gov

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