



District/LEA: 092-089 WENTZVILLE R-IV Year: 2025-2026

Funding Application: Plan - School Level - 4080 PRAIRIE VIEW ELEM. Version: Initial Status: Submitted

☒ Number

☐ Name

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

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

4080 PRAIRIE VIEW ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

☒ Schoolwide

☐ Targeted

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

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

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

☒ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☒ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

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

☒ The agenda reflects that the purpose of the meeting is

☒ To inform parents of their school's participation in the Title I.A program

☒ To explain the requirements of Title I.A

☒ To explain the right of parents to be involved.

Section 1116 (c)(1)

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

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

☒ Transportation

☒ Child care

☒ Home visits

☐ Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

Each year we invite parents to our review meeting where we ask for their input. We also send out parent evaluations asking questions that invite them to suggest ways to improve the education of their child. In addition, we ask for their feedback during parent-teacher conferences, PTA meetings, and various school wide events.

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

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

Every year we have a review meeting with parents to discuss future opportunities to improve family engagement. We reflect on the year, events we had, and how we can improve the following year. We also track this data through out MRA survey results. Through these results we look for patterns and trends so we can improve our community engagement.

The school provides parents of participating children:

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

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

Every year our schools hold a Back to School meeting. The building principal creates a Google slide that will be used to present this information to parents. In addition, hand outs are sent electronically and translated paper copies for our diverse community.

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

Section 1116 (c)(4)(B)

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

Every year our schools hold a Back to School meeting. The building principal Shares information regarding curriculum, academic assessments, and MAP achievement levels to parents. Classroom teachers send home monthly newsletters that provide additional information about the curriculum and assessments as well as during Parent Teacher Conferences.

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

- ☒ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

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

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

The school-parent compact will

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

Nightly reading and support homework
 Make attendance a priority
 Plan to attend as many school functions and parent-teacher conferences
 Parents will stay informed through reading teacher and school newsletters and emails
 Encourage their child to always do their best!

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

Provide a safe and happy learning environment
 Support the child with reading and writing
 Collaborate with the classroom teacher
 Provide materials to support the child's learning
 Communicate regularly with parents
 District and school wide provided professional development to ensure best practices are implemented

- ☒ 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.

Meet the Teacher Night
 Kindergarten Meet the Teacher Night
 Parent Teacher Conferences
 Fall parent education nights
 If needed Spring parent conference
 Monthly teacher newsletters
 Monthly principal newsletters
 Nightly reading bags with parent support tips
 District Reading Support Website

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

Describe plans to provide materials and training.

Fall and spring parent education nights
 Nightly reading bags with instructional tips
 Parent teacher conferences
 Prepare and send short videos of instructional methods parents can try at home
 District Reading Support Website
 Materials provided to families to support their child's achievement

- ☒ 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.

Staff meetings and monthly action team meetings. There will also be a focus on Trauma Informed Practices and a counseling website that will educate school personnel on best practices for working with their child. At the district level new teachers also receive training on ways to communicate with parents to support a positive relationship between home and school.

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

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

Describe plans to coordinate and integrate.

Early intervention is key to ensuring student success. This also creates a positive working relationship at an early stage in the child's education. Every year we partner with Parents As Teachers and hold an Entering Kindergarten event. All future parents and students who will be starting school in the fall are invited to this event. Parents as Teacher hold a playground meet and greet in the summer for families to get to know one another and begin building relationships with classmates.

- ☒ 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

6/18/2025

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

Increase in minority enrollment
 Attendance Focus
 Trauma Informed practices
 Working with families living in poverty
 LSCI training
 CPI training
 Equity Training
 Compass Health Partnership
 Morning Star Partnership
 Child Advocacy Center
 Currently Two Reading Interventionist
 High Quality Curriculum
 Regular Assessments of each child's reading growth
 MTSS access for all students

Weaknesses:

Homework Help, release time for teachers to collaborate, and decrease in opportunities to attend high-quality professional development. High ELL population and high Special Education population. Lack of extra staff/interventionists to support students with diverse learning needs.

Indicate needs related to strengths and weaknesses:

Staff Equity Training
 Student Support Interventionist
 Staff Awareness
 Review behaviors that would warrant a referral
 Work with Families, not just student
 Continuing Student Support Interventionist
 Continued focus on parent involvement

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:

iReady Data
 mypath
 progress monitoring
 literacy tasks
 Ci3T
 Tiered intervention process

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

Strengths:

iReady, mypath, progress monitoring, literacy tasks, Ci3T, Tiered Intervention Process

Students are making growth across grade levels
Teachers are using data to guide instruction

Weaknesses:

Not making the reading growth needed for ALL kids
Lack of focus on math
Inequity in African American Student Achievement
ELL language barrier
Parent Involvement

Indicate needs related to strengths and weaknesses:

Focused collaboration and discussion around student data to monitor growth. PD and discussion around iReady assessments and additional assessments for our primary students. Professional development in the area of small group instruction to help close the achievement gap for all students.

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:

High-quality district and school PD to support staff
Literacy Coach
Reading Interventionist support
Teaching and learning expectations are high and monitored
Adoption of Wonders
Weekly PLCs

Weaknesses:

Learning new Curriculum
Time
Need to continue learning more about working with students who have experienced trauma, live in poverty, and have special needs.
Lack of math intervention or coaching
Growth mindset

Indicate needs related to strengths and weaknesses:

Planned peer observations of small strategy group practice
 Return of Reading, Writing, and Math Labs
 PD for our teachers in diversity supports that can be done in the classroom.
 Have more PD and focus on Math
 Additional interventionists

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:

Hire and train highly qualified staff
 Attend a variety of professional development opportunities
 Participate in learning labs
 100% certified
 Collaboration amongst teams and vertically
 PLCs
 Building wide Action teams
 Increase in the diversity of staff members

Weaknesses:

Low diversity of staff members in relation to our student population

Indicate needs related to strengths and weaknesses:

Continue to look for and recruit highly qualified staff with diverse backgrounds
 Attend Career Fairs to recruit
 Small group instruction PD
 Learning Labs in the areas of math, reading, and writing
 Additional PD with phonics

Family and Community Engagement

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

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

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

Strengths:

Parents are involved in their child's education
 Meet monthly with parent groups
 Parents and community members attend events at the school.
 The website is updated regularly to keep parents and community informed.
 Continue to maintain an open-door policy for ALL stakeholders
 District wide ELL Nights are hosted at PVE
 Building Multicultural Nights
 Big Smile Dentist
 Compass Health
 CAC

Weaknesses:

Need additional resources to support parents
 Lack of specialized personnel
 Shared SRO

Indicate needs related to strengths and weaknesses:

Increased personnel to meet our buildings diverse demographics
 Full Time ESC
 Full Time SRO
 Full Time Literacy Coach

School Context and Organization

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

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

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

Strengths:

Positive school climate
 State School of Character
 Gold PBIS Status
 Shared Mission and vision with all stakeholders
 Student discipline is focused on the "why" behind the action
 Leader in Me

Weaknesses:

Lack of additional resources for displaced students
 Staff mental health
 Lack of staff training on how to support staff mental health or staff member crisis
 Large class sizes
 Building the feeling of belonging for all
 Discipline referrals and the disparity between subgroups
 Traveling Teachers
 Contracted out of district positions

Indicate needs related to strengths and weaknesses:

New District Zone Boundaries
 Morning classroom community meetings
 Continued Equity Training
 Restoration Practices

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	Closing the achievement gap for our minority students.
2	Focused PD and collaboration around diversity and equity in order to better understand and meet the needs of ALL students.
3	Focused collaboration around student data and growth in the areas of reading, writing, and math.
4	Small group instruction in the areas of reading, math, and ELA.

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

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

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	☒ Math	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☒ English Language Arts	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

Delivery of Title I funded supplemental instruction services

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

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

☐ **Class size reduction**

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

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

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

All K-5 Students are monitored at the beginning, middle, and end of year and Data Binders are used to help students monitor their own growth and celebrate progress. We will use data driven instruction to determine progress, and next steps for all students' academic achievement- focus on small group instruction.

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

Description of how strategy/strategies will strengthen

Small group instruction, goal setting, and explicit feedback and coaching.
PD based on overall needs of the students and teachers
Reduce class sizes

- ☐ Increase the amount of learning time

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

- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

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

Activities will (mark all that apply)

- ☒ **Improving students' skills outside the academic subject areas**

- ☒ Counseling
☒ School-based mental health programs
☒ Specialized instructional support services
☒ Mentoring services
☐ Other

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

- ☐ Career/technical education programs
☐ Access to coursework to earn postsecondary credit
☐ Advanced Placement

- ☐ International Baccalaureate
- ☐ Dual or concurrent enrollment
- ☐ Early college high schools
- ☐ Other

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

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

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

☒ Professional development activities that address the prioritized needs

Describe activities

2025-2026 PD PLAN
 Student-Centered Coaching cycles
 Learning Labs
 Collaboration time and data analysis of student growth
 School Staff meetings
 Professional learning workshops

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

Describe activities

Professional Learning Workshops
 Mentor Teacher/Buddy Teacher Program

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

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

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

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

- ☒ Yes
☐ No

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

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The district is paying for supplemental materials for math and ELA with these funds. Math and ELA interventionists are being paid with a different funding source.

DESE Comments

Email: william.bechtel@desse.mo.gov

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