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

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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

[x] 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 district obtains agreement of parents during the meetings each year, back to school night, conferences, and throughout the year via phone calls, text messages, and emails.

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

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

POLICY INVOLVEMENT

[x] 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)*

[x] The agenda reflects that the purpose of the meeting is

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

Section 1116 (c)(1)

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

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

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

Section 1116 (c)(2)

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

- [x] 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.

Title surveys are sent home, question and answer sessions at parent nights (2 per year), open door policy year round.

☑ 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.

Annual meeting of Parent Involvement Committee, parent surveys, open line of communication year round for parents to be involved with any planning or suggestions of improvement.

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.

The district will host a meeting in the fall to provide Title IA information to parents and families. Another meeting will take place in the spring to evaluate the Title IA, IIA, and IVA programs. Information about the Title IA program will also be presented during conferences and at back to school information night.

☑ 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.

All curriculum is available at parent conferences (2 per year), MAP scores are discussed at parent conferences and MAP scores are sent home to parents who do not attend conferences, personal student data binders contain assessment scores, parent portal allows for tracking of student academics.

☑ 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)*

Parents will make sure their students are in school every day possible, check that homework is completed, monitor the amount of television, video games and computer times wisely, encourage their child to read daily, take an interest in what their child is learning at school and talk with them daily about those activities, volunteer in my child's classroom/school, be aware of their child's extracurricular times and activities, Stay informed about my child's education by reading all communications
from the school and responding appropriately

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

The district will educate and empower students, provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards
Standards, hold bi-annual parent-teacher conferences; provide parents with frequent reports on their child's progress, be accessible to parents.

☑ 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.

All of these points are addressed in monthly newsletters, at parent conferences, and in on-going conversation between teachers and parents. Title I brochures address these topics as well.

☑ 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.

Parents are provided with at home manipulatives to use throughout the year to help with student academic improvement. Such materials include flash cards, games, referrals to online websites, etc. Any parent who may need help with using these materials could receive training/guidance from school personnel.

☑ 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 communication skills are enhanced through our professional development. Using Love and Logic and Steven Covey's 7 Habits, staff is trained on effective social interaction techniques.

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

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

Describe plans to coordinate and integrate.

Every month the district hosts a community based project to promote partnership with the school and parents. Family night activities have included: trivia, pickleball tournament, math enrichment night. In looking to the future, the district plans to implement a student excellence program in which parents can help promote/improve their student's academic achievement

- [x] 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)*

- [x] 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)

- [x] 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)*

- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:

  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.

Comprehensive Needs Assessment Hide

4020 CALLAO ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

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

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

Date of Needs Assessment

3/19/2026

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

Strengths:

Small rural community that allows the teachers and staff to know each student on an individual level. Teacher to student ratio of 1:9. Very few discipline issues. Having a full time Title I teacher who can provide supplemental ELA/Math/Reading instruction to students who are not meeting targets.

Weaknesses:

Student motivation is at an all time low. Attendance is also at a decline compared to previous years. Lack of exposure to diversity because of the rural location.

Indicate needs related to strengths and weaknesses:

A huge need would be for some sort of a student success program that ignites the students to want to succeed. Recognition of growth schoolwide might impact the amount of efforts put forth by the students. There is a strong demand for intervention measures in the area of supplemental math, reading, and ELA for the district.

Student Achievement

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

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] 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:

The district sees growth every year and being a small district allows for every classroom teacher to know the academic needs of the students coming in. New program for academic testing has allowed for the last two years of data to be compared and those growths to be charted.

Weaknesses:

Low MAP assessment scores are a huge hurdle for the district. Overall, we have seen a decline in student MAP data throughout the years. Math is currently our weakest subject and the district has purchased new curriculum to assist with better preparing the students for the state testing.

Indicate needs related to strengths and weaknesses:

The district needs to allocate funds to provide enrichment to students in the subject area of Math (i.e. new curriculum, tutoring, etc). The district's Title teacher has begun providing supplemental instruction in every grade level for those students struggling with math and reading. Every grade level taking MAP needs to utilize the sample test lets to expose students to the MAP tools and format set up for the online test. The Title teacher has a full workload with being a schoolwide district providing supplemental instruction in areas of math, reading, and ELA subjects.

Curriculum and Instruction

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

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

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

Strengths:

Teachers are continuously updating their curriculum to meet the ever changing standards and thinking of new way to present the materials that are appealing to the students. New learning series have been purchased and teachers attend professional development to utilize it most effectively. The classroom teachers all participated in LETRS training this year and will again next year.

Weaknesses:

The constant changes in the state standards. Lack of funding to allow for ample curriculum purchases.

Indicate needs related to strengths and weaknesses:

Callao has a need to set aside time/funding to ensure that our instruction staff is staying on top of the changing standards. The district needs to commit to curriculum and work towards successfully implementing it rather than changing it when student data does not appear to be improving. Switching curriculum every year makes it difficult to advance or see any growth. The district needs to continue to explore student monitoring programs for supplemental math, reading and ELA to track the progress made throughout the year.

High Quality Professional Staff

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

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

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

Strengths:

Most of our staff stay in the district for a long period of time, building a rapport with fellow teachers and the community. Schedules allow for teachers to collaborate regularly. Data team meetings are now being held every month to go over student growth.

Weaknesses:

We do have some young teachers who are only in their first or second years as well as one teacher who is not highly qualified.

Indicate needs related to strengths and weaknesses:

The district needs to shift focus on either filling the position that is not currently being taught by a qualified teacher or promote that they participate in professional development to obtain that status.

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:

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

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

Strengths:

The community is small and allows for families to know each other in and out of the district. We host several events that the public is invited to attend and regularly seek out feedback from parents/community on ways to make improvements. We have a continuous line of communication with the public. This year the district set a goal of having a public event every month and that has been met!

Weaknesses:

Getting parents involved is a struggle each year. Whether it be getting a parent in the building for a family fun night, or just getting them to sign a planner or read with their child for 10 minutes every night.

Indicate needs related to strengths and weaknesses:

The district needs to focus on making more successful family oriented Title funded events and finding ways to tackle the lack of support at home for the students.

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:

- [x] School mission/vision

- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

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

Strengths:

A strong emphasis of curriculum and character education supports our mission to make life-long learners. Classroom sizes are ideal for learning and engagement. The district is implementing a school wide student excellence program next year to get students motivated to do their best.

Weaknesses:

Lack of motivation from both the students and the parents.

Indicate needs related to strengths and weaknesses:

The district needs are for every child to develop into a successful young adult as they leave our district and enter high school. We want both educational and emotional success. We also need to get parents accountable for the success of their children as well.

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	Funds will be used for a Supplemental ELA/Math/Reading teacher with the goal that he/she provides individual instruction where weaknesses may be and working towards better scores/academic achievement overall.
2	Funds will be used to purchase curriculum for student engagement-promoting lessons that students find intriguing and interesting. Such funds will allow for the district to be up to date on new versions of curriculum and to regularly change out those programs who have become stagnant.
3	Funds will be set aside with the purpose of promoting positive behavior to allow more focus/time to be dedicated to academics rather than discipline.
4	Use the responses from the parent surveys to host a conference open to all guardians to promote ways that they can support their student's academic growth.

Schoolwide Program Hide

4020 CALLAO ELEM.

SCHOOLWIDE PROGRAM

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

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

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	Natalie Basler	
2	Teacher	Lauren Wisdom	
3	Principal	Mike Tipton	
4	Other School Personnel	Rachel Muntz	
5	Teacher	Gayla Mattingly	
6	Parent	Ana Walker	
7	Students	Hallie Watson	
8	Other School Leaders	Charles Watson	

Plan Development Meeting Dates			
1	Meeting Date	03/19/2026	

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

Coordination with Other Federal Programs				
	Federal Titles/Acts	**Program Representative**	**Representative Role**	
1	Title II.A	Hannah Bulen	PD Chairperson	
2	Title IV.A	Rachel Muntz	Tech Coordinator	
3	Spec. Ed. Part B Entitlement	Janie Spencer	Special Education Teacher	
4	McKinney-Vento	Mike Tipton	Administrator	

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

- [x] Pull out/resource classroom
- [x] 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)

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

Description of how strategy/strategies will provide

Title I teacher and regular classroom teacher will analyze data and respond to the academic needs accordingly through push-in, pull-out and/or classroom modifications.

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

Description of how strategy/strategies will strengthen

Individualized instruction, more teacher face time, smaller student/teacher ratio

- [ ] 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)

- [x] 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

Individualized instruction, more teacher face time, smaller student/teacher ratio

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

- [ ] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

  Description of external providers and services provided

- [ ] **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

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

Describe activities

Competitive salary, insurance benefits, low discipline concerns, small class sizes, shortened school year.

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

☐ Title I.A (required)
☐ State and Local Funds (required)
☐ Title I School Improvement (a)
☐ Title I.C Migrant
☐ Title I.D Delinquent
☐ Title II.A
☐ Title III EL
☐ Title III Immigrant
☐ Title IV.A
☐ Title V.B
☐ School Improvement Grant (g) (SIG)
☐ Spec. Ed. State and Local Funds
☐ Spec. Ed. Part B Entitlement
☐ Perkins Basic Grant - Postsecondary
☐ Perkins Basic Grant - Secondary
☐ Workforce Innovation and Opportunity Act
☐ Head Start
☐ McKinney-Vento
☐ Adult Education and Family Literacy
☐ Others

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

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

◉ Yes
○ No

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

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District/LEA Comments

Email: amber.grellner@dese.mo.gov
Current User: Rachel85