

eGrant Management System

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Applicant: HOOVER-SCHRUM MEMORIAL SD 157

Application: Title I District Plan - 00

Cycle: Original Application

Sponsor/District: HOOVER-SCHRUM MEMORIAL SD 157

Date Generated: 9/7/2017 11:01:54 AM

Generated By: DeborahClayton

Overview

PROGRAM:	Every Student Succeeds Act (ESSA) - District Title I Plan
PURPOSE:	The District Title I Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C.2301 et seq., the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
LEGISLATION:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Carl D. Perkins Career and Technical Education Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act
DUE DATE:	As soon as possible, but no later than June 30 if a July 1 start date is required with the understanding that approval of the Title I District Plan is required for the approval of the Title I Application.
DURATION:	The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.
INSTRUCTIONS:	Instructions in PDF format

District Information

See the Overview page for instructions

Contact Person

Last Name*

First Name*

Middle Initial

Personal Title *

Position Title*

Address 1*

Address 2

City*

State*

Zip +4 *

Phone*

Extension

Fax

Summer Phone*

Extension

Email*

Use this text area for any needed explanations to ISBE in regard to this program.

*Required field

Amendments

Select the radio button that defines your plan submission. If this is an Amended Plan, a brief description of the changes is required.

Indicate whether this is an original plan or an amendment. *

Original Plan Amended Plan

Plan Changes

Provide a brief description of the changes which have been made with this amendment.

([count] of 5000 maximum characters used)

*Required field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.*

([count] of 7500 maximum characters used)

To determine the success in monitoring student progress the district will have the following assessments: NWEA MAP assessment administered three times annually (Fall, Winter, Spring) in Mathematics and Reading. MAP is a computerized assessment that creates a personalized assessment experience by adapting to each student's learning level-precisely measuring student progress and growth for each individual. AIMS WEB Grades 1-5 administered three times annually (Fall, Winter, Spring) to 100% of the student population. AIMS WEB will also be used in our RTI Program for progress monitoring of our RTI students on a weekly basis. AIMS WEB focuses on Mathematics and Reading. STRIDE Academy is used with 100% of the student population. Stride is a computerized curriculum engineered to match the depth and rigor of higher learning standards. By the end of SY18, all students enrolled in the district will improve their reading and math scores by 5 percentage points over the beginning scores of the SY18 school year.

(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.*

([count] of 7500 maximum characters used)

Students in need of services are identified academically, through testing, teacher referrals, and parent request. The district starts the school year (Fall testing) with MAP and AIMS WEB assessments to identify the for students a risk of failure. Each assessments as benchmarks for each grade level and gives progress monitoring to assess in student growth. In each building (Hoover Pre-K to 5 and Schrum 6-8) students also have access to a full time social worker. The records of transfer students are reviewed to determine if additional services are needed.

(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.*

([count] of 7500 maximum characters used)

The district has an Response to Intervention Program (RTI) for small groups of students on a daily basis. These students are assessed weekly. The district also has an After School Program, Saturday School Program, and Summer School Program. After School and Saturday School Programs are for students a risk and the Summer School Program is open to all students with priority given to those students at risk. The district also plan to hire at least 5 additional paraprofessionals to assist teachers in the classroom by creating smaller instructional groups.

(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.*

([count] of 7500 maximum characters used)

Additional strategies intended to strengthen academic programs are:- Identifying students in needy through testing, referrals, and teacher recommendations- Offering extended learning programs (After School, Saturday School, and Summer School)- One-to-one computers to strengthen 21 Century Skills- Established School Leadership Teams composed of administration and team leaders from each grade level instructional team (effectively used to address building needs).- Co-Teaching strategies

*Required Field

District Plan Provisions:

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

2. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

([count] of 7500 maximum characters used)

The Hoover-Schrum Memorial School District 157 is Schoolwide, the majority of our students are low-income and minority students. Therefore the district will implement additional programs outside of the daily school day and assessments will be administered to assist in identifying the academic need of each student and closing the achievement gap. Students in need of services are identified academically, through testing, teacher referrals, and parent request. The district starts the school year (Fall testing) with MAP and AIMS WEB assessments to identify the for students a risk of failure. Each assessments as benchmarks for each grade level and gives progress monitoring to assess in student growth. In each building (Hoover Pre-K to 5 and Schrum 6-8) students also have access to a full time social worker. The records of transfer students are reviewed to determine if additional services are needed. The district has an Response to Intervention Program (RTI) for small groups of students on a daily basis. These students are assessed weekly. The district also has an After School Program, Saturday School Program, and Summer School Program. After School and Saturday School Programs are for students a risk and the Summer School Program is open to all students with priority given to those students at risk. The district also plan to hire at least 5 additional paraprofessionals to assist teachers in the classroom by creating smaller instructional groups.

3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d):*

[Section 1111\(d\)](#)

([count] of 7500 maximum characters used)

N/A - The Hoover-Schrum Memorial School District 157 is Schoolwide.

*Required Field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

4. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:*

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Composite: a composite of such indicators,
- Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. * [Program Guidance](#)

- Targeted Assistance
- Schoolwide
- Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? *

- Yes
- No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

[Excel Template](#)

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.*

Choose File

Any uploaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button below. Note: file uploads can only be deleted prior to submission to ISBE.

Title 1 District Plan Attendance Center.xlsx

Check the box below, as appropriate.

- Upload file represents an original listing of attendance centers.
- Upload file represents an amendment to the attendance centers previously uploaded.

(D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.*

[Section 1114 and 1115](#)

[[count] of 7500 maximum characters used)

N/A The Hoover-Schrum Memorial School District 157 is Schoolwide.

*Required Field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

- 6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the [McKinney-Vento Homeless Assistance Act \(42 U.S.C. 11301 et seq.\)](#).*

([count] of 7500 maximum characters used)

By the end of SY18, all Homeless students enrolled in the district will improve attendance rate by an average of 5 percentage points using the district's student attendance tracking system (Powerschool). The district will provide homeless students with the supplies, materials, and support needed to achieve academic success. 1. Provide School supplies, uniforms, and book bags for students 2. Provide field trip fees and other fees for homeless students 4. Provide the same appropriate public education as provided to other children and youths 3. Collaborate with members of our school community to identify homeless students and support their needs Hoover-Schrum Memorial School District 157 Policy 6:140

- 7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations: [Sec 1116](#)

([count] of 7500 maximum characters used)

By the end of SY18, 25% of the parents will participate in workshops to inform and support their child's academic achievement. Parent participation will be measured via workshop attendance and effectiveness of workshops will be measured via evaluations completed for the parent workshop and survey data from the parents related to the workshops. Parents will be provided with information related to all core subjects (reading, mathematics, science, and social studies). A district newsletter will be mailed to all parents. Parents will be able to attend small and large group meetings and workshops, including grade level meetings, conferences, parent workshops, follow-up sessions to discuss strategies for improving student achievement. Reading and Mathematics workshops will be provided for parents as well as Homework help workshops. The effectiveness of the workshops provided for the parents will be measured through evaluations completed by the parents using a 5 point Likert Scale to rate effectiveness. The districts Parent Liaison will be continue to had our parent volunteer program and coordinate all workshops.

- 8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:*

([count] of 7500 maximum characters used)

The district has 2 half day early childhood education programs that are funded mostly through the Preschool for All grant and partly using local funds. The early childhood program focuses on communication, parent education, team building skills, and basic academic skills. This program is highly coordinated with Hoover Elementary school and the special services department. Students are screened, monitored and transitioned to the elementary school. Through this process, special needs students are identified and early intervention is implemented. In District 157, the Special Services Director is also responsible for coordinating services for children with limited English proficiency, children with disabilities, migratory children neglected or delinquent youth, homeless children, and immigrant children. Since in Director is responsible for multiple students she is able to increase effectiveness and eliminate duplication, by bringing similar services together for diverse student populations.

- 9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

([count] of 7500 maximum characters used)

In order to facilitate an effective transition for students in our Schrum Middle School grades we have departmentalized our middle school. Like high school students demonstrate responsibility and time management in preparing for and arriving at their classes. The district also has one-to-one computing (throughout the district) allowing students to gain computing skills needed in higher education. Our middle school focuses on collaborative research and STEM projects and then takes that information and observes it in the real world through our field trips to Washington DC (8th grade), Springfield, Illinois (7th grade), and a camping trip through Outdoor Education. The middle school also has extra curricular programs and activities the mirror the High School environment (band, student council, honor society, cheerleading, basketball teams, etc...).

- 10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.*

([count] of 7500 maximum characters used)

N/A - The Hoover-Schrum Memorial School District 157 is Schoolwide.

*Required Field

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

11. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:*

(I) each major racial and ethnic group;

(II) economically disadvantaged students as compared to students who are not economically disadvantaged;

(III) children with disabilities as compared to children without disabilities;

(IV) English proficiency status;

(V) gender; and

(VI) migrant status.

([count] of 7500 maximum characters used)

At student registration all parents/guardians and students receive a handbook (the handbook is also posted on our website) they must sign to identify that they have read and the disciplinary policies of the district. In the process of the school year the district has a program that called the Positive Behavior Interventions and Supports (PBIS) "is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success." This program focuses on rewarding positive behavior and educating students on corrective behavior using "Cool Tools". The district's policy is three minor referrals before a major referral is issued. All referrals are entered into a system called School-wide Information System (SWIS) "The SWIS Suite is a web-based data entry and decision-making tool for school climate and behavior supports." In SWIS is where the demographics, gender, and other indicators of the student are selected/entered. From SWIS we can disaggregate by each subgroup of student and by analyzing the data become proactive in creating a positive school climate.

12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*

(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

([count] of 7500 maximum characters used)

N/A - Hoover-Schrum Memorial School District is an elementary district. We use Career Cruising to identify different careers that are needed in a community (grades K-5) and Career Cruising's K-12 DIGITAL PORTFOLIO (grades 6-8) to help students look for possible careers, build portfolios they can take to high school, and search for colleges.

13. How will the district fulfill the following:

(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*

([count] of 7500 maximum characters used)

Gifted and talented students will be identified through testing, teacher referrals, and parent request. The district starts the school year (Fall testing) with MAP and AIMS WEB assessments to identify the for students a risk of failure. Each assessments as benchmarks for each grade level and gives progress monitoring to assess in student growth. In each building (Hoover Pre-K to 5 and Schrum 6-8) students also have access to a full time social worker. The records of transfer students are reviewed to determine if the student is gifted and talented. Each student is continually challenged through the rigor in our MAP and Stride Academy assessments given a plan so we can continue to see growth (Individual Education Plan).

(B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?*

([count] of 7500 maximum characters used)

Hoover-Schrum School District 157 continues to equip our Libraries (one in each building) with online and tangible reading and research materials. The students are challenged through book studies, small group studies, as well as activities that are sponsored by our Intermediate Media Centers (IMCs) for continued engagement. Quarterly Student Survives and the Follet Library system (tracking library activity) help the librarians/district measure the use of the material available.

(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.*

([count] of 7500 maximum characters used)

Hoover-Schrum School District 157 develops and supports the arts in the following ways: -Annual Fine Arts Fair (sponsored by the Art and Music Teachers) featuring student art work, music, and song. -Hoover-Schrum has a band that combines both buildings (led by the band teacher). The band preforms at most day and evening events in the district and at the local High School. Annually the High School Band is invited to the school to preform for an all district assembly. -Annual plays sponsored by our Drama club (teacher volunteer there time). Students at Hoover School preform for family and friends a play based on a book they have studied.

*Required Field

Consultation

See the Overview page for Instructions

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. [ESEA section 1112\(a\)\(1\)\(A\)](#)

Such stakeholders must include, but are not limited to, the following:

- teachers,
- principals,
- other school leaders,
- paraprofessionals,
- specialized instructional support personnel,
- charter school leaders (in a local educational agency that has charter schools),
- administrators (including administrators of programs described in other parts of this title),
- other appropriate school personnel, and
- parents of children in schools served under this part

In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *

([count] of 7500 maximum characters used)

The district asked 3 administrators, 1 board member, and 3 teachers to participate in the development of our new Title 1 District Plan. We met on May 17, 2017. The meetings helped to focus the teachers thinking. The process was good for the board member for it helped them understand what happens in the classroom.

*Required field

Board Approval, Certification, and Assurances

- By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the Title I District Plan.

Enter the date of Board Approval below.

05/23/2017

Each district plan shall provide assurances that the district will:

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - (I)The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or
 - (III) the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

Assurances for Title I District Plan

Not calling IWAS Web Se

Signature of School District Superintendent / Agency Administrator

MICHELE MORRIS

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 06/07/2017
RCDT when agreed to: 07-016-1570-02

The application has been approved.[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:	4/25/2017
Assurances were agreed to on:	6/7/2017
Consistency Check was run on:	6/20/2017
District Data Entry	
Business Manager submitted for district review on	6/20/2017
District Administrator submitted to ISBE on	6/21/2017
ISBE Program Administrator approved the application on	6/28/2017

Status Change	UserId	Action Date
Final Approved	Agurann	06-28-2017
Submitted to ISBE	mmorris157	06-21-2017
Forwarded to District Admin	DeborahClayton	06-20-2017
Returned for Changes	Agurann	06-15-2017
Submitted to ISBE	mmorris157	06-07-2017
Forwarded to District Admin	DeborahClayton	06-02-2017

Expand All

Title I District Plan

[Title I District Plan](#)

District Information

[Title I Plan](#)

Part 1

Part 2

Part 3

Part 4

Part 5

Consultation

[Assurance Pages](#)

Plan Assurances

AssurancesText

Assurances

Page Status **Open Page
for editing**

OPEN

OPEN

OPEN

OPEN

OPEN

OPEN

OPEN

FINAL

FINAL

OPEN

Save

The application has been approved. No more updates will be saved for the application.

Request Print Job
<input type="checkbox"/> _Title I District Plan
Requested Print Jobs
Requested by DeborahClayton on 9/7/2017
Completed Print Jobs