

Savannah R-III School District

**Minnie Cline Elementary School
&
Amazonia Elementary School**

TITLE ONE PARENT HANDBOOK

2018 - 2019

The mission of the Savannah R-III School District is to nurture, inspire, challenge and encourage every student by providing the education to become a productive member of society.

Savannah R-III School District
TITLE ONE PARENT HANDBOOK

Handbook contains the following information:

Parent Information/Right to Know

Standard Complaint Resolution Procedure for Improving America's Schools Act Programs and
Section 504/Americans with Disabilities Act

Every Student Succeeds Act of 2015 (ESSA)
Complaint Procedures

What is Title 1

Title 1 Learning Compact

Savannah R-III Board Policy File: IGBC (Title 1 Program)

Savannah R-III Parent Involvement Plan
Minnie Cline Elementary
& Amazonia Elementary

Reading With Your Child: Five Easy Steps

Savannah R-III Assessment Plan

Dear Parent or Guardian:

Our district is required to inform you of information that you, according to the Every Child Succeeds Act of 2015 (Public Law 114-95), have the right to know.

Upon your request, our district is required to provide to you in a timely manner, the following information:

- Whether your student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- Whether your student's teacher is teaching in the field of discipline of the certification of the teacher.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a building receiving Title 1.A funds must provide to each individual parent:

- Information on the achievement level and academic growth of your student, if applicable and available, on each of the State academic assessments required under Title 1.A.
- Timely notice that your student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who has not met applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Standard Complaint Resolution Procedure for Improving America's Schools Act Programs and Section 504/Americans with Disabilities Act

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department of Elementary and Secondary Education may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint must be filed and the resolution pursued in accordance with local district policy: Savannah R-III School District Board of Education Policy File: KL Critical. If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is no evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or Department personnel.

**Missouri Department of Elementary and Secondary Education
Every Student Succeeds Act of 2015 (ESSA)
COMPLAINT PROCEDURES**

This guide explains how to file a complaint about any of the programs¹ that are administered by the Missouri Department of Elementary and Secondary Education (the Department) under the Every Student Succeeds Act of 2015 (ESSA)².

Missouri Department of Elementary and Secondary Education Complaint Procedures for ESSA Programs Table of Contents

General Information

- | |
|--|
| 1. What is a complaint under ESSA?
2. Who may file a complaint?
3. How can a complaint be filed? |
|--|

Complaints filed with LEA	Complaints filed with the Department
----------------------------------	---

- | | |
|---|---|
| 4. How will a complaint filed with the LEA be investigated?
5. What happens if a complaint is not resolved at the local level (LEA)? | 6. How can a complaint be filed with the Department?
7. How will a complaint filed with the Department be investigated?
8. How are complaints related to equitable services to nonpublic school children handled differently? |
|---|---|

Appeals

- | |
|--|
| 9. How will appeals to the Department be investigated?
10. What happens if the complaint is not resolved at the state level (the Department)? |
|--|

1. What is a complaint?

For these purposes, a complaint is a written allegation that a local education agency (LEA) or the Missouri Department of Elementary and Secondary Education (the Department) has violated a federal statute or regulation that applies to a program under ESSA.

2. Who may file a complaint?

Any individual or organization may file a complaint.

3. How can a complaint be filed?

Complaints can be filed with the LEA or with the Department.

4. How will a complaint filed with the LEA be investigated?

Complaints filed with the LEA are to be investigated and attempted to be resolved according to the locally developed and adopted procedures.

5. What happens if a complaint is not resolved at the local level (LEA)?

A complaint not resolved at the local level may be appealed to the Department.

6. How can a complaint be filed with the Department?

A complaint filed with the Department must be a written, signed statement that includes: 1. A statement that a requirement that applies to an ESSA program has been violated by the LEA or the Department, and 2. The facts on which the statement is based and the specific requirement allegedly violated.

7. How will a complaint filed with the Department be investigated?

The investigation and complaint resolution proceedings will be completed within a time limit of forty-five calendar days. That time limit can be extended by the agreement of all parties. The following activities will occur in the investigation:

1. Record. A written record of the investigation will be kept.
2. Notification of LEA. The LEA will be notified of the complaint within five days of the complaint being filed.
3. Resolution at LEA. The LEA will then initiate its local complaint procedures in an effort to first resolve the complaint at the local level.
4. Report by LEA. Within thirty-five days of the complaint being filed, the LEA will submit a written summary of the LEA investigation and complaint resolution. This report is considered public record and may be made available to parents, teachers, and other members of the general public.
5. Verification. Within five days of receiving the written summary of a complaint resolution, the Department will verify the resolution of the complaint through an on-site visit, letter, or telephone call(s).
6. Appeal. The complainant or the LEA may appeal the decision of the Department to the U.S. Department of Education.

8. How are complaints related to equitable services to nonpublic school children handled differently?

In addition to the procedures listed in number 7 above, complaints related to equitable services will also be filed with the U.S. Department of Education, and they will receive all information related to the investigation and resolution of the complaint. Also, appeals to the United States Department of Education must be filed no longer than thirty days following the Department's resolution of the complaint (or its failure to resolve the complaint).

9. How will appeals to the Department be investigated?

The Department will initiate an investigation within ten days, which will be concluded within thirty days from the day of the appeal. This investigation may be continued beyond the thirty day limit at the discretion of the Department. At the conclusion of the investigation, the Department will communicate the decision and reasons for the decision to the complainant and the LEA. Recommendations and details of the decision are to be implemented within fifteen days of the decision being delivered to the LEA.

10. What happens if a complaint is not resolved at the state level (the Department)?

The complainant or the LEA may appeal the decision of the Department to the United States Department of Education.

¹ Programs include Title I, A, B, C, D, Title II, Title III, Title IV.A, Title V

² In compliance with ESSA Title VIII- Part C. Sec. 8304(a)(3)(C)

Local education agencies are required to disseminate, free of charge, this information regarding ESSA complaint procedures to parents of students and appropriate private school officials or representatives.

What is Title I?

Title I (formerly Chapter 1) is a federally funded program whose purpose is to provide additional instruction in reading and/or math for students who are below the norm as determined by a standardized achievement test, a checklist of skills mastered and teacher observation. See attached samples.

Savannah R-III Schools currently using a Title I program include Amazonia Elementary School and Minnie Cline Elementary School. Students receive additional reading instruction (daily). Students attending Amazonia Elementary also receive additional math instruction. Both schools have implemented a specialized reading program, which is an intensive one-on-one intervention with first grade students. In addition, Title I teachers will work primarily in the K - 3 classrooms in cooperation with the classroom teachers for small group instruction in specific skills.

Amazonia Elementary School and Minnie Cline Elementary are designated as Title I schoolwide programs. All students will be considered Title I eligible and may receive additional instruction from Title I teachers.

****The goal of the Title I program is to raise the achievement of those children in the program to a level appropriate for their age and grade placement.**

PARENT/FAMILY INVOLVEMENT IN INSTRUCTIONAL AND OTHER PROGRAMS

The Savannah R-III School District Board of Education believes that engaging parents/families in the education process is essential to improved academic success for students. The Board recognizes that a student's education is a responsibility shared by the district, parents, families and other members of the community during the entire time a student attends school. The Board believes that the district must create an environment that is conducive to learning and that strong, comprehensive parent/family involvement is an important component. Parent/Family involvement in education requires a cooperative effort with roles for the Department of Elementary and Secondary Education (DESE), the district, parents/families and the community.

Parent/Family Involvement Goals and Plan

The Board of Education recognizes the importance of eliminating barriers that impede parent/family involvement, thereby facilitating an environment that encourages collaboration with parents, families and other members of the community. Therefore, the district will develop and implement a plan to facilitate parent/family involvement that shall include the following six (6) goals:

1. Promote regular, two-way, meaningful communication between home and school.
2. Promote and support responsible parenting.
3. Recognize the fact that parents/families play an integral role in assisting their children to learn.
4. Promote a safe and open atmosphere for parents/families to visit the schools their children attend, and actively solicit parent/family support and assistance for school programs.
5. Include parents as full partners in decisions affecting their children and families.
6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.

The district's plan for meeting these goals is to:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
2. Implement strategies to involve parents/families in the educational process, including:
 - ▶ Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.

- ▶ Providing access to educational resources for parents/families to use together with their children.
 - ▶ Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.
3. Enable families to participate in the education of their children through a variety of roles. For example, parents/family members should be given opportunities to provide input into district policies and volunteer time within the classrooms and school programs.
 4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/family involvement strategies.
 5. Perform regular evaluations of parent/family involvement at each school and at the district level.
 6. Provide access, upon request, to any instructional material used as part of the educational curriculum.
 7. If practical, provide information in a language understandable to parents.

Title I, Migrant Education (MEP) and Limited English Proficiency (LEP) Programs

The Board also recognizes the special importance of parent/family involvement to the success of its Title I, MEP and LEP programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs.

Title I Program Parent Involvement

The district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy that will describe how the district will:

1. Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content of the parental involvement policy and its effectiveness in improving the academic quality of the schools served. This will include identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of

any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

6. Involve parents in the activities of the schools served.

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

1. The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.
3. Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Education Program.

Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Program Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child's placement in and information about the district's LEP program.

Parents will be notified of their rights regarding program content and participation.

Policy Evaluation

The district, with parent/family involvement, will review and evaluate the content and effectiveness of this policy and each school-level policy at least annually. The district will revise this policy as necessary to improve or create practices that enhance parent/family involvement.

* * * * *

Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 02/28/2006

Cross Refs: ADF, District Wellness Program
CGC, State and Federal Programs Administration
JFH, Student Complaints and Grievances
JHC, Student Health Services and Requirements
JHDA, Surveying, Analyzing or Evaluating Students
KI, Public Solicitations/Advertising in District Facilities
KL, Public Complaints

Legal Refs: § 167.700, RSMo.
Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6301 - 7941

Savannah R-III School District, Savannah, Missouri

Title 1

SAVANNAH R-III PARENT INVOLVEMENT PLAN

Teachers, parents, and students of the Savannah R-III School District have developed the following plan in order to encourage cooperation and communication between parents and district personnel in an effort to help each student reach their maximum learning potential.

COMMUNICATION

Communication between home and school is an essential part of this plan. In order to keep parents informed of current developments in the Title 1 program, a Local Annual Review will be held. At this public meeting, parents and other concerned parties will be informed about our school's participation in the Title 1 program, current Title 1 requirements, and the parents' right to be involved. Parental input will be solicited and encouraged.

In order to further communication between home and school, a number of meetings will be arranged throughout the year. Parent/teacher conferences will be held after the first quarter of school. In addition, other periodic parent involvement activities such as ice cream socials, storyteller nights, parenting classes, etc. will be planned in order to help parents become involved in their child's learning experience. To accommodate parents who are unable to attend meetings, correspondence will be provided to encourage and support parental involvement.

Parents will be encouraged to become active participants in the planning, review, and improvement of the Title 1 programs through parent questionnaires, participation in the Local Annual Review, and discussions and interviews with teachers who are involved with their children.

Parents of participating children will receive timely information about the program and their child's involvement in the following ways:

1. An introductory letter explaining the program will be sent to all those participating at the beginning of the school year.
2. Grade sheets will be provided at the end of each quarter, and mid-term grade sheets or letters will also be provided. Access to student grades and/or mastery of standards are also available on Tyler and Canvas.
3. Parents will be encouraged to attend and participate in parent/teacher conferences.
4. Information on learning activities and other topics concerning parents will be available at parent involvement activities throughout the school year.

During parent/teacher conferences, parent involvement activities, or whenever parents have a question or request, information will be provided concerning the curriculum and methods of assessment being used. The fall introduction letter, mid-quarter reports, and grade sheets, as well as statements of objectives to master will all be employed in an effort to keep parents informed of their child's progress in meeting desired expectations. In addition to PTO meetings, open house, and parent/teacher conferences, Title 1 will hold a number of parent involvement activities wherein parents may meet and share ideas and experiences with other parents and offer suggestions for improvements in the program. Each year a parent questionnaire is sent home to each parent encouraging their input and suggestions and giving them the opportunity to volunteer for various tasks involved in the Title 1 program. Any suggestions or concerns offered by parents will be duly considered and responses will be given in a timely manner.

PARENT SCHOOL COMPACT

To create this compact, Title 1 teachers have discussed expectations and asked for parent and student input. By sharing expectations, Title 1 teachers, parents, students and school staff expand their visions about what schools can accomplish. This encourages a continuing discussion between families and the school to improve education.

To envision the highest level of success at Minnie Cline Elementary School and Amazonia Elementary School for every individual we make this agreement to motivate, to challenge, to inspire each other, and to accomplish this, we hereby sign this compact to work together,

Student:

I know my education is important to me. It will help me become a more successful person. It is important that I work to the best of my ability. I agree to do the following:

- Try to do my best.
- Use my time wisely at school to do assigned work.
- Complete and return assignments on time.
- Be responsible for my own behavior by following classroom and school rules.
- Respect and cooperate with other students and adults.

Signature _____ Date _____

Parent or Guardian:

I understand that my participation in my child's education will help his/her achievement and attitude. I want my son/daughter to achieve. I will encourage him/her to do his/her best. I agree to carry out the following responsibilities to make school a high priority.

- See that my child attends school daily and make sure that my child is at school on time.
- Support the school in its efforts to maintain proper discipline.
- Establish and provide a quiet place and time for my child to do schoolwork and encourage and participate with him/her to complete and review the work.
- Encourage my child's efforts and be available for questions.
- Be aware of what my child is learning.
- Spend at least 15 minutes daily reading, reinforce math skills and discussing school activities with my child.
- Sit down and visit with my child's teacher at least once a year.
- Contact the teacher first with questions or concerns
- Make sure my child gets adequate sleep and has a healthy diet.

Signature _____ Date _____

Teacher/Staff Agreement:

I/we understand the importance of school to every student and my role as a teacher. I agree to carry out the following responsibilities:

- Show that we care about all students
- Have high expectations for ourselves, students, and other staff members
- Be on time and instruct daily.
- Be prepared and teach the state required curriculum MLS- (Missouri Learning Standards can be found at www.missourilearningstandards.com)
- Respect your child’s needs. Regularly communicate with you on your child’s progress and work with families to support all students learning.
- Provide a safe, positive and healthy learning environment for your child.
- Keep all visits and student information confidential within the school.

Signature _____ Date _____

Comments _____

Each fall, Title 1 personnel will present the compact to parents, students, and teachers for their signatures. This will encourage an awareness of expectations and provide an influence for positive behavior from all three parties.

BUILDING CAPACITY FOR INVOLVEMENT

The following strategies are included in this plan in order to ensure effective parent involvement by providing support to parents so they will be effective members of the partnership.

Participating parents will be provided assistance in understanding current State and federal educational policies as well as how to monitor their child's progress with information available at fall parent meetings, Local Annual Reviews, and parent/teacher conferences. Parents will be encouraged to work with teachers to improve the performance of their children during parent nights and parent involvement activities.

Information will be made available to parents attending the various functions who may need literacy training programs or additional training in order to get a GED.

All teachers in each participating building will be invited and encouraged to attend and participate in all parent involvement activities. Strong home and school ties will be built by communicating and working with parents as equal partners and demonstrating to parents that their contributions are valued.

Efforts to coordinate the parent involvement program with other existing programs such as Head Start and Parents As Teachers will be made by having information describing these programs available to parents attending various school functions such as carnival night or open house.

Community organizations and businesses are being encouraged to become involved in parent activities by soliciting door prizes, donations, and volunteers from businesses. Programs such as Pizza Hut Book-It, free skating passes and PTO contributions of money supporting school activities such as field trips and educational assemblies demonstrate support now being received from community organizations and businesses. Parents are involved as library volunteers, volunteer tutors, and field trips to local businesses.

All information related to school and parent programs is sent to the homes of Title 1 children in the family's primary language and all reasonable requests by parents are considered and supported.

School Parent Involvement Plan

I. STRATEGIES FOR COMMUNICATION

- A. Minnie Cline Elementary School and Amazonia Elementary School will participate in the **Savannah R-III Local Annual Review** held the first quarter of each school year to inform parents of our school's participation in Title I, explain Title I requirements, and explain parents' right to be involved.
- B. Minnie Cline Elementary School and Amazonia Elementary School will regularly offer the following opportunities to provide parents timely information and seek parental input about Title I programs:
1. **Opening Letter:** Letter to parents prior to the beginning of each school year to inform parents of our school's participation in Title I, Title I requirements, and parents' right to be involved.
 2. **Open House:** Held annually during the first week of the school year. Title I teachers and administrator available to provide information and answer questions and concerns.
 3. **Student Handbook:** Sent home during the first week of school and with parents/guardians when new students enroll which includes a copy of the Missouri Department of Elementary and Secondary Education's "Every Child Succeeds Act of 2015 (ESSA) Compliant Procedures," our district building Parent Involvement plan, an explanation of the curriculum in use at our school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
 4. **Parent/Teacher Conferences:** Parents will be required to meet with their child's classroom teacher at the end of the first quarter to discuss their child's progress and the Title I program. Parents and/or teachers may request additional conferences as needed.
 5. **PTO Meetings:** Administrator and/or Title I teachers will be available at all PTO meetings to offer information, answer questions or concerns, and solicit input from parents regarding the Title I program.
 6. **Monthly Newsletters:** The Title I teachers and administrator will provide assistance to parents in a monthly newsletter in such areas as understanding how to monitor and improve their child's progress, knowing how to work with teachers to improve the performance of their child, and knowing how to participate in decisions relating to the education of their child(ren).

7. **Parent Meeting(s):** The Title I teachers and administrator will hold parent meetings at least annually to provide information and seek parental input.
8. **Parent Survey:** Survey conducted at the end of each school year soliciting parent input on the effectiveness of the Title 1 program.
9. **Frequent Reports to Parents:** The progress of each child will be reported at least eight times per year.

II. **PARENT-SCHOOL COMPACT**

Our parent-student-school compact was developed with the Title I teachers, participating students and parents to outline how parents, the entire school staff, and the students will share the responsibility for improving student achievement. The compact is reviewed at our district's Local Annual Review and provided to each family at the beginning of each school year.

III. **STRATEGIES FOR INCREASING OPPORTUNITIES FOR PARENT INVOLVEMENT**

Our district and building parent involvement plans are reviewed each year and revised to encourage increased opportunities for parental involvement. Suggestions from students, staff, and parents are continually sought and considered.

IV. **PARENTS' PRIMARY LANGUAGE**

Currently, English is the primary language of the majority of our families. This is monitored and information is provided in the parent's primary language.

READING WITH YOUR CHILD

Five Easy Steps

1. **Select a book.**

Either have your child select his or her own book or you select one based on a topic that you know will be interesting to your child. (Don't guess. Ask your child!)

- For independent reading, have your child use this "rule of thumb": Pick one page randomly from the book. Start reading and count the number of words he or she doesn't know. If there are five words on the page that he doesn't know, he should look for an easier book.
- If the book is much too easy, let your child tape record parts of it for a younger child. This will help build fluency and confidence.
- If your child is a reluctant reader, alternate reading sentences or paragraphs with him or her.
- If the book is much too difficult, you read it aloud and let your child talk about the pictures or summarize sections that you read.

2. **Have your child read aloud.**

Sometimes just part of a story is enough. Allow the child to choose the part with the "action" or one with a good description, etc.

- Have him or her read to you, your spouse, younger brothers and sisters, the neighbors, even to pets.
- Try sending a taped read-along story to grandparents or a favorite relative or friend.
- Just be a good listener as your child reads. Try to comment positively on just part of the story to let your child know that you were paying attention.

3. **Simply tell your child any unknown words he or she encounters.**

- Later on, you might go back to the word and demonstrate that using other words in the sentence plus the first letter of the word can give him or her a good clue.
- At all costs, refrain from making negative comments about how easy the word was or that he should have known it, etc..

4. **Discuss the story.**

Try to make both reading the story and discussing it enjoyable experiences.

- Don't ask too many questions.
- Ask some questions which require more than a "yes" or "no" answer.
- Include opinion questions as a way to spark creativity.

Example: How would you change the ending?

5. **Praise your child.**

Reading should be enjoyable for both of you. Sometimes, a sincere "thank you for reading to me" along with a smile or a hug will be the best praise for the situation.

- Find ways to praise honest and sincerely.
- Praise improvement as well as good performance.
- Try praising your child for being attentive, using expression, using correct pronunciation, or for selecting an interesting story.

Savannah R-III School District Assessment Plan

Preschool	Kindergarten Screening
Kindergarten	Really Great Reading, At-Risk Reading Screening
1 st	Really Great Reading, Reading & Math (STAR), At-Risk Reading Screening
2 nd	Really Great Reading, Reading & Math (STAR), Math, Social Studies & Science (Study Island), At-Risk Reading Screening
3 rd	ELA & Math (MAP and STAR), Math, Social Studies & Science (Study Island), At-Risk Reading Screening
4 th	ELA & Math (MAP and STAR), ELA, Math, Social Studies & Science (Study Island), At-Risk Reading Screening (as needed)
5 th	ELA, Math, and Science (MAP and STAR), ELA, Math, Social Studies & Science (Study Island), At-Risk Reading Screening (as needed)
6 th	ELA & Math (MAP), ELA (SRI), ELA & Math (Study Island), Science & Social Studies (USA Test Prep) At-Risk Reading Screening (as needed)
7 th	ELA & Math (MAP), ELA (SRI), ELA & Math (Study Island), Science & Social Studies (USA Test Prep), At-Risk Reading Screening (as needed)
8 th	ELA & Math (MAP), ELA (SRI), ELA & Math (Study Island), Science & Social Studies (USA Test Prep), At-Risk Reading Screening (as needed)
9 th	End of Course Assessments (USA Test Prep), At-Risk Reading Screening (as needed)
10 th	End of Course Assessments (USA Test Prep) , At-Risk Reading Screening (as needed)
11 th	End of Course Assessments (USA Test Prep), At-Risk Reading Screening (as needed)
12 th	End of Course Assessments (USA Test Prep), At-Risk Reading Screening (as needed)

- o End of Course assessments will be given at the high school level in the following subjects:
 - Algebra 1, Algebra II, Geometry
 - Biology, Physical Science
 - English I, English II
 - American History, Government
 - or as designated by the Missouri Department of Secondary and Elementary Education