MEXICO 59

# TITLE I PLAN 2026-27

SUBMITTED TO THE
BOARD OF EDUCATION
OCTOBER 20, 2026

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# Table of Contents


Title I.A. Program Description 3
Title I.A. Annual Meeting 3
School Parent and Family Engagement Policy 4
Schoolwide Title I.A Services 4
Annual ESEA Title Evaluation Meeting 5
Time and Effort 5
Title I Preschool 6
Nonpublic Schools 6
Neglected, Delinquent, or At-Risk Students 6
ESEA Tiered Monitoring Required Documentation 7
Appendices A-F
Appendix A: Sample Title I Annual Meeting Notification Letter 9
Appendix B: Sample Annual Meeting Sign-In Sheet 10
Appendix C: 2025-26 School-Parent-Student Compact 11
Appendix D: Schoolwide Title Parent Involvement Plan 12
Appendix E: Parent Notification Re: Teacher Noncertification 13
Appendix F: Semi-Annual Certification Form 14

# Title I.A. Program Description

Title I Part A of the federal Elementary and Secondary Education Act (ESEA) provides financial assistance to districts and schools with a high percentage of children from low-income families to help ensure that all children meet state academic standards. The priorities of Title I are to:

- Provide academic and/or support services to low-achieving students during preschool and elementary;
- Provide evidence-based programs that enable students to achieve the standards of the state curriculum;
- Provide eligible staff with opportunities for professional development; and,
- Involve parents/guardians of participating children as partners in their children's education at school through open communication and parent engagement events.

**Title I Services at Mexico Public Schools**

- Reading Intervention
- Instructional Coaching for Teachers
- Title I Preschool
- Homeless: McKinney-Vento Act Education Program
- Foster Care Student Services

# Title I.A. Annual Meeting

Each building that receives Title I funds is required to host a **Title I Annual Meeting** at the beginning of the school year. The meeting will be scheduled at a convenient time, and all parents of participating children will be invited and encouraged to attend.

The annual meeting should be announced in advance through the school's newsletter, bulletin, and/or website to ensure that all families are aware of the opportunity to attend.

Documentation of this meeting will be uploaded to the building's Federal Programs folder in the Title Reading shared drive by October 1st, and must include the following:

- A schoolwide parent notification that includes the wording: **"Title I Annual Meeting."**
- The meeting agenda, which includes the following topics:
    - The school's participation in Title I.A program.
    - The requirements of Title I.A.
    - The rights of parents to be involved in their child's education.
- A single sign-in sheet for all attending parents.
- The meeting minutes include a summary of the topics mentioned above, or a copy of the presentation.

**See Appendix A: Sample Title Annual Meeting Notification Letter**
**Add sample agenda here**
**See Appendix B: Sample Title Annual Meeting Sign In Sheet**

# School Parent & Family Engagement Policy

Each Title I.A served school distributes the School Parent and Family Engagement Policy (submitted in the ESEA Consolidated Application) to Title I.A parents and family members.

The district is required to dedicate 1% of the originally allocated amount of funds to Parent Engagement Resources.

Parent Engagement Events can include ELA/Literacy Night and Math Night, as well as literacy and math stations at any school-wide event, such as Ice Cream Socials or Carnivals.

The parent engagement funds can be used for supplies such as:

- Books to send home
- Literacy or math games, activities, crafts, paper products, etc.
- Other resources to send home

Parent engagement supply requests should be sent to the Assistant Superintendent.

### School-Parent-Student Compacts

As part of the Parent & Family Engagement Plan, any school receiving Title I funds must have a School-Parent Compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement.

- School responsibilities: Provide high-quality curriculum and instruction; provide a safe, positive, and healthy learning environment; communicate with parents regarding student progress; and enable children to meet the academic state standards.
- Parent's responsibilities: Encourage and support students with appropriate reading and study materials; communicate with student's teachers to support students; and use everyday activities to engage in learning opportunities.
- Student's responsibilities: Return homework completed, practice reading at least 10 minutes a day for 5–7 days each week, show respect and cooperation toward other students and adults, ask questions, give best effort, and deliver all notes and information between home and school.

**See Appendix C for the School-Parent-Student Compact**

# Schoolwide Title 1.A. Services

Mexico 59 School District is considered a Title I Schoolwide program. A Title I schoolwide program is a method of delivering Title I services in eligible schools. It allows the school to address the educational needs of students living in a community with an economically disadvantaged elementary student population of 40% or greater. As a Title I Schoolwide program, our Title services can provide comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency.

**See Appendix D for the Schoolwide Title Parent Involvement Plan**

**Teacher Qualifications**

The federal law called "Every Student Succeeds Act" of 2015 requires schools that receive Title I funds to notify parents or legal guardians in writing when their child has been taught for four consecutive weeks by a teacher or substitute who does not meet applicable state certification or licensure requirements at the grade level and content area in which the teacher has been teaching.

**See Appendix E for a Sample Parent Notification Letter Regarding Teacher Noncertification.**

# Annual ESEA Act Title Evaluation Meeting

At the end of the school year, the district will host a Title I Evaluation meeting.

- This meeting will include at least the building principals, a parent representative, and a teacher.
- To prepare for this meeting, the assistant superintendent should gather data about the effectiveness of Title programming in the building, which includes general achievement data, Title Reading achievement data, parent engagement surveys, surveys regarding parent engagement in general, and any other pertinent information.
- The Schoolwide Program Plan (submitted in the ESEA Consolidated Application) must be made available to the LEA, parents, and the public.
    - After the spring evaluation meeting, the Schoolwide Plan section is updated on the district website.
- At the end of the school year, the assistant superintendent will host an ESEA Title Evaluation Meeting addressing Titles I, II, III, and IV.
    - This meeting will include building and district stakeholders for each of the Titles.
    - A community partner must provide input, either during the meeting or through written documentation, regarding Title II.

# Time & Effort

Twice a year, in December and May, a Semi-Annual Certification (Alternative) Form needs to be signed for each position paid out of Title funds.

- OMB Circular A-87 states, "where employees are expected to work solely on a single Federal award or cost objective, salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee."
- The assistant superintendent creates this form, which will be sent to the building principals for signature.

**See Appendix F: Title I Semi-annual Certification Form**

# Title I Preschool

The assistant superintendent will secure the following before September 30th each year:

- Memorandum of Understanding (MOU) from Headstart
- Training certificates for preschool teachers in ELLC

# Nonpublic Schools

A nonpublic school provides instruction in English language arts, mathematics, science, and social studies to one or more grade levels that include at least one grade from kindergarten through twelfth grade. The school has a physical location, and students are instructed onsite. The nonpublic school must be a nonprofit but is neither a school district, a neglected/delinquent institution, nor a charter school as defined by Missouri law.

- The Federal Programs Director establishes ongoing communication with all nonpublic schools that have students who live within the Mexico Public Schools residency area.
- In the spring, the Federal Programs Director and the principal from each nonpublic school will meet to evaluate the current year's programs and to consult to plan for the following year.
- Students who live in the attendance areas and who are in the grade levels served by Mexico Public Schools receiving Title 1 funds are eligible to receive Title 1 equitable services, which would focus on reading and math intervention.
- Mexico Public Schools can hire Title 1 part-time tutor to provide these equitable services at the nonpublic sites.
    - These tutors must have certification at the appropriate grade level.
    - Students served must demonstrate eligibility based on multiple criteria.
    - Tutors will submit timesheets on a regular basis to the Federal Programs Director.
    - In the fall, the Federal Programs Director will encourage the principals from the nonpublic schools to share the job posting for interested qualified teachers.
    - During October and November, the nonpublic schools will submit their student counts to DESE.
    - Between December and February, the Federal Programs Director will confirm those student attendance counts, ensuring students are aligned to the correct schools and appropriate economic deprivation methods are marked.
        - Mexico Public Schools accepts economic deprivation by Free/Reduced Lunch qualification and surveys or other measures showing students' families have low incomes.
    - Current Nonpublic Schools Supported by Mexico Public Schools Title 1
        - St. Brendan Catholic Schools, Mexico MO

# Neglected, Delinquent, or At-Risk Students

Students identified as "Neglected" are youth in need of care and **residing in institutions** for neglected children due to abandonment, neglect, or the death of their parents/guardians. This does not include students in foster care. ESSA Section 1113(c)(3)(A)(ii) and (iii).

**Currently, there are no residential institutions in the Mexico Public Schools residency area.**

# ESEA Tiered Monitoring Required Documentation

Each year, the Title I teachers and the Assistant Superintendent should keep records of following documentation in the Shared Google Drive: Title Reading folder. These documents will be uploaded to the DESE Tiered Monitoring: Desk Monitoring Assignments site every three years in the month listed below to demonstrate Mexico Public Schools is in compliance with Title I.A. funding regulations.

## October: Title I.A. Improving Basic Programs Operated by LEAs

- General Provisions - *ESSA Complaint and Resolution Policy*
    - ESSA Complaint Procedures for Federal Programs are disseminated annually (posted on the website)
- *Annual Meeting*
    - Newsletters or other announcements (including website, newspaper, school bulletins, letters)
    - Meeting agendas, sign-in sheets and minutes of meetings
- *School Parent and Family Engagement policy Distribution*
    - Documentation showing the School Parent and Family Engagement Policy was provided to Title I.A parents and families (posted on the website)
- *Schoolwide Program Plan*
    - Documentation showing Schoolwide Program Plans are made available to the LEA, parents, and the public
- *Coordination and Integration*
    - Signed Early Childhood Agreement (Memorandum of Understanding with Head Start)
- *Preschool Education Program*
    - Emerging Language and Literacy Curriculum (ELLC) Curriculum Model training certificates for all PreK teachers
- *ESSA Complaint Procedures for Federal Programs*
    - Student handbook
    - Newspaper or website (cannot be the only source)
    - Dated copies of ESSA complaints and resolutions, with time of complaint and resolution of complaint
- (Title IV) Student Support and Academic Enrichment - *Internet Safety Policy*
    - Internet safety board policy (cannot be the student user agreement)

## December: Title I.A. Improving Basic Programs Operated by LEAs

- *Parents Right-to-Know*
    - Newsletter or student handbooks from each Title I.A school
    - Letter(s) notifying parents
- *Paraprofessionals (if applicable)*
    - Copy of transcript for paraprofessionals, or
    - Copy of ParaPro Assessment results, or
    - Copy of Paraprofessional Assessment results, or
    - Substitute certificate
    - Buildings served must ensure that Title I paraprofessionals meet minimum requirements
- *School Parent and Family Engagement*
    - Completed parent and family surveys
    - Completed parent and family engagement activity evaluations
    - Meeting agendas from School Parent and Family Engagement

- Sign-in sheets denoting the participant role
- Minutes of meetings
- The Parent and Family Engagement Policy from each school
- One signed School Parent Compact from each school

## April - Nonpublic Services

- General Provisions - *Start of Title Services for Students and/or Teachers in Nonpublic Schools*
  - Daily schedule/lesson plans (dated to show day/month services began for nonpublic students/teachers)
  - Calendar of services (dates to show day/month services began for nonpublic students/teachers)
  - Third party contracts
  - Professional development (dated to show day/month professional development occurred: for the LEA teacher who provides supplemental instruction to nonpublic students and/or for the nonpublic teacher who has Title I SERVED students in their classroom (Title IA); or, for the nonpublic leader(s) at the nonpublic school (Title II.A)
- General Provisions - *Nonpublic Opportunity to Participate is Equitable*
  - Completed Public/Private Design for Educational Service or detailed notes from consultation meeting where consultation topics were discussed
  - Eligibility criteria (criteria used, weighting of criteria, and appropriate cut-off score)
  - Master list of eligible students that have been identified to participate
- General Provisions - *Nonpublic Opportunity to Participate is Equitable*
  - Meeting agendas
  - Sign-in sheets denoting the roles of participants
  - Minutes of meetings reflecting a review of student achievement data, parents' evaluations, program strengths and weaknesses, school-parent compact, and documentation of recommendations and revisions of Title I services

# Appendices A-F

## Appendix A: Sample Annual Meeting Notification Letter

**[Insert building letterhead]**

**[Date]**

**Title I Schoolwide Participation &Annual Title I Meeting Notification**

Dear Parents/Guardians,

**[School Name]** s proud to be a Title I Schoolwide institution. This designation means our school receives additional funding and support to enhance our academic programs. Title I, a federal program under the Every Student Succeeds Act (ESSA), is designed to:

- Help students achieve academic success
- Provide support for children learning English
- Increase student achievement
- Build teacher quality through research-based professional learning opportunities
- Empower parents to help their children succeed through quality involvement and learning

We use teacher recommendations, standardized test results, and assessments to determine eligibility for small-group interventions. Based on one or more of these criteria, your child is eligible to participate in Title I small group services. These sessions will focus on developing literacy skills in a small, targeted group setting. Progress updates will be provided during Parent-Teacher Conferences (or upon request), along with any changes to your child's status in the program.

This intervention is designed to equip your child with the essential skills for reading success. Periodic assessments will be conducted to evaluate your child's progress. If they master the targeted skills, they may exit the small group intervention, making room for another student to benefit from this support.

You are also invited to attend our **Title I Annual Meeting**, which will be **combined with the Fall PTO meeting on September , 20, at 6:00 p.m. in the _____**. We encourage you to join us to learn more about our school's participation in the Title I.A. program, the requirements of Title I.A., and your rights as parents to be actively involved in your child's education.

If you have any questions about Title I or your child's participation in small group lessons, please feel free to reach out to me at **[Title I reading teacher's email address].**

Thank you for your continued partnership in your child's education.

Sincerely,

**[Teacher Name]**
Title I Reading Teacher
**[School Name]**
**[Phone Number]**

## Appendix B: Sample Title Annual Meeting Sign In Sheet

**[Building] PTO and Title I Annual Meeting**
[Date and Time]

| Printed Name | Signature | Role |
|---|---|---|
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## Appendix C: Sample School-Parent-Student Compact

# Mexico School District #59 Elementary Schools
# School - Parent - Student Literacy Compact
# 2025-2026

| Student Responsibilities | Parent Responsibilities | School Responsibilities |
|---|---|---|
| ☐ Return my homework completed. | ☐ Assist my child with reading practice. | ☐ Be aware of the needs of your child. |
| ☐ Practice reading at least 10 minutes a day, 5-7 days a week. | ☐ Take time to talk and listen to my child. | ☐ Provide high-quality curriculum and instruction. |
| ☐ Respect and cooperate with other students and adults. | ☐ Attend scheduled Parent/Teacher conferences. | ☐ Regularly communicate with parents/guardians on student's progress. |
| ☐ Ask questions and give my very best effort. | ☐ Communicate and work with teachers and school staff to support my child's academic growth. | ☐ Hold Parent/Teacher conferences. |
| ☐ Giving all notes and information to and from school. | | ☐ Provide parents with opportunities to volunteer and participate in classrooms. |
| _____ **Student** | _____ **Parent/Guardian** | _____ **Teacher/Date** |
| _____ **Date** | _____ **Date** | _____ **Principal/Date** |

## Appendix D: Schoolwide Title Parent Involvement Plan

# Schoolwide Title 1 & Parent Involvement

The Mexico 59 School District is considered a Title I Schoolwide program. A Title I Schoolwide program is a method of delivering Title I services in eligible schools. It enables the school to address the educational needs of students in a community where 40% or more of the elementary student population is economically disadvantaged. As a Title I Schoolwide program, our Title I services can provide comprehensive strategies for improving the entire school so every student achieves high levels of academic proficiency.

Schoolwide programs have the latitude to determine how to organize their operations and allocate the multiple funding sources available to them. They do not have to identify particular children as eligible for services. Schoolwide programs can utilize all allocated funds to enhance both the quantity and quality of learning time. In this way, they can embrace a high-quality curriculum according to a comprehensive plan that ensures all children meet the state's challenging academic standards.

Schoolwide programs serve all children in the school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those most in need. The purpose is achieved through:

- High-quality instruction.
- Programming based on the use of scientifically based research.
- Consolidated use of funds.
- Strategies and methods to improve teacher quality and professional development.

Some students simply need more time and direct, explicit instruction to succeed. Classroom teachers and Title I staff will use data from Title I assessments, benchmark assessments, and classroom work to identify students showing the greatest need. Students showing the greatest need, and who are not receiving special education services, are served first.

How are parents involved?

- Parents are notified about Title I services
- Parents, teachers, and students sign a compact that outlines the goals and shared responsibilities of the child, school, and parents for student success.
- Parents are encouraged to participate in school activities/meetings.
- Parents may participate in Title I meetings and learning opportunities.
- Parents are provided Title I information via updates, conferences, and the parent involvement plan.

What can parents do?

- Share a love of learning and set a good example by reading, practicing math facts, playing with money (identify coins/make change), writing letters and/or lists, comparing prices, etc.
- Make learning fun by playing educational games, visiting the library, and engaging in conversations with your child.
- Show interest in your child's school day by asking specific questions and praising effort and improvement.

This year, as a Schoolwide Title I program, all families will receive the School-Parent-Student Compact. We welcome your ideas and feedback about our Title I services. We are looking forward to delivering our Title I services schoolwide!

## Appendix E: Sample Parent Notification Letter Regarding Teacher Noncertification

**[Insert District Letterhead]**

**[Date]**

Dear Parent/Guardian,

The federal law called "Every Student Succeeds Act" of 2015 requires schools that receive Title I funds to notify parents or legal guardians in writing when their child has been taught for four consecutive weeks by a teacher or substitute who does not meet applicable state certification or licensure requirements at the grade level and content area in which the teacher has been teaching.

Presently, your child is being taught by a teacher, [insert teacher name], who is not appropriately state-certified. This includes teachers holding a State Emergency Certificate while taking the required classes to earn credits towards permanent certification to make them "appropriately state-certified" as required by the Every Student Succeeds Act.

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

- Whether your child's teacher has met state qualifications and licensing criteria for the grade levels and content area in which the teacher provides instruction.
- Whether your child's teacher is teaching under an emergency or other provisional status, through which state qualifications or licensing criteria have been waived.
- Whether your child's teacher is teaching in the field of their certification.

In addition to the information that parents may request, a building receiving Title IA funds must provide information on the level of achievement and academic growth, if applicable and available, on each of the state academic assessments under Title IA.

It is important to note that the Mexico Public School District requires teachers to actively pursue certification requirements for the grade level and content area to which they have been assigned.

Thank you for your continued support.

Sincerely,

**[Insert Assistant Superintendent's Name]**
Assistant Superintendent
Mexico Public Schools

## Appendix F: Title I Semi-annual Certification Form

**TITLE I SEMI-ANNUAL CERTIFICATION FORM**

**[Insert School Year]**

This form certifies that the salary paid to you through Title I funds supports the work you perform in your assigned building and program area. Federal regulations require the district to maintain documentation verifying that employees paid with Title funds are performing duties consistent with the purpose of those funds.

Employees whose positions are funded solely by a single Federal award or cost objective (such as Title I) must complete a certification each semester. This certification must be signed by both the employee and a supervisory official with firsthand knowledge of the employee's work.

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I, **[Employee Name],** certify that 100% of my time is spent performing duties associated with Title I as a [Position] for the period of **[Start Date]** through **[End Date]**.

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Employee Signature: _____
Date: _____

Supervisor Signature: _____
Date: _____