

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

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

Type of Title I.A program

- Schoolwide
- Targeted

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

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

During the Annual Spring meeting, which includes parents who have been invited, using various methods of communication, the Parent and Family Engagement Policy is voted on by all members of the meeting. The Parent and Family Engagement Policy is also in the Student Handbook with an agreement to the policy to be signed by parents and family each school year.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*
- The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
 - To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A

- To explain the right of parents to be involved.

Section 1116 (c)(1)

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

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

- Transportation

- Child care

- Home visits

- Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

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

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

During the Annual Spring meeting, which includes parents who have been invited using various methods of communication, the Title I.A Schoolwide Program is presented on PowerPoint and reviewed and discussed with all participants. The plan is amended, changed or improved as decided upon by the group. Motion made to accept, reject or revise is voted on by all members. In addition the Title I.A Schoolwide Program is reviewed during every fall meeting so the parents and families may go into the school year with knowledge of the plan and know there is a review of the plan each spring meeting.

- In the planning, review, and improvement of the school parent and family engagement policy.

Section 1116 (c)(3)

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

During the Annual Spring meeting, which includes parents who have been invited using various methods of communication, the Parent and Family Engagement Policy is presented on PowerPoint and reviewed and discussed with all participants. The policy is amended, changed or improved as decided upon by the group. Motion made to accept, reject or revise is voted on by all members. In addition the Parent and Family Engagement Policy is reviewed during every fall meeting so the parents and families may go into the school year with knowledge of the policy and know there is a review of the policy each spring meeting.

The school provides parents of participating children:

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

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

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.*
Section 1116 (c)(4)(B)

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

The District curriculum and assessment plans are board approved. Curriculum overviews and assessment plan are on the district website. MAP level descriptors are provided each year for every student along with test results. District and classroom newsletters are also used to provide information on curriculum, assessments and MAP achievement levels.

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

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

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

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

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

The school-parent compact will

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

- 1. Make sure they are in school every day possible.*
- 2. Check that homework is completed.*
- 3. Monitor the amount of television watched.*
- 4. Volunteer in child's classroom/school.*
- 5. Be aware of child's extracurricular time and activities.*
- 6. Stay informed about child's education by reading all communications from the school and responding appropriately.*

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

Green Forest R-2 School and its staff will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Show-Me Standards as follows -*
 - 1. Retain highly qualified principals and teachers,*
 - 2. Provide instruction, materials, and high quality professional development which incorporates the latest research, and*
 - 3. Maintain a safe and positive school climate.*
- Hold annual parent-teacher conferences to -*
 - 1. Discuss the child's progress/grades during the first quarter,*

2. Discuss this compact as it relates to the child's achievement, and
3. Examine the child's achievement and any pending options at the end of the third quarter.
 - Provide parents with frequent reports on their child's progress as follows -
 1. Weekly packet from the classroom teacher,
 2. Monthly suggestions from the classroom teacher,
 3. Grade report every 3 weeks from the school, and
 4. Quarterly grade cards/reports sent home by the school.
 - Be accessible to parents through -
 1. Phone calls or person-to-person meetings,
 2. Scheduled consultation before, during, or after school, and
 3. Scheduled school or home visits.
 - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows -
 1. Listen to children read,
 2. Help with classroom decorations, art projects, etc.,
 3. Present a program on your culture, a different country, etc., and
 4. Assist with holiday programs or parties, educational trips, etc.

Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - Issuing frequent reports to parents on their children's progress
 - Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand
- Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the

community to improve student academic achievement, the school

- Provides assistance to parents, as appropriate, in understanding
 - o the Missouri Learning Standards,*
 - o the Missouri Assessment Program,*
 - o local assessments,*
 - o how to monitor a child's progress, and*
 - o how to work with educators to improve the achievement of their children.*Section 1116 (e)(1)*

Describe plans to provide assistance.

The District provides assistance to parents in understanding MAP by providing a copy of MAP level descriptors with MAP results and discussion during Parent and Teacher Conferences. Information on assessment, monitoring progress and how to work with educators to improve the achievement of their children is provided on the District website, in the Student Handbook and individual teacher web pages and included in each newsletter sent home by the principal and individual teachers (there is always a How to Help section)

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

Describe plans to provide materials and training.

Materials and training to help parents work with their children in order to improve achievement is provided through the District website, individual classroom teacher webpages, a section in each newsletter which is sent home from the principal or classroom teachers, a 6-8th grade brochure, the Student Handbook (each student receives a copy and is also on the District website)K-2 send home checklists for students, homework often includes resources to help, and parent surveys. There is also a Parent Resource Center outside of the office which offers print materials on a wide variety of topics.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate*

parent programs, and build ties between parents and the school. Section 1116 (e)(3)

Describe plans to educate school personnel regarding working with parents.

Utilize Professional Development through RPDC.

Discuss/present methods/best practices of working with parents during weekly vertical team meetings.

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

To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and

conducts

other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116 (e)(4)

Describe plans to coordinate and integrate.

All parents are invited to attend or become involved in or use the following activities which provide ways to coordinate and integrate families with other programs or activities the district offers:

PTO

PAT

Parent Resource Center outside of Main Office

School Committees

Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand.

Section 1116 (e)(5)

Provides reasonable support for parental involvement activities under this section as parents may request.

Section 1116 (e)(14)

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. Section 1116 (e)(8)*
- Trains parents to enhance the involvement of other parents. Section 1116 (e)(9)*
- Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. Section 1116 (e)(10)*
- May adopt and implement model approaches to improving parental involvement. Section 1116 (e)(11)*
- Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. Section 1116 (e)(12)*
- May develop appropriate roles for community-based organizations and businesses in parent involvement activities. Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- Provides opportunities for the informed participation of parents and family members, including:*

- Parent and family members who have limited English proficiency.*
 - Parent and family members with disabilities.*
 - Parent and family members of migratory children.*
-
- Provides information and school reports in a format and, in a language parents understand. Section 1116 (f)*

The Title I.A Schoolwide Program plan is published in the Student Handbook, which is also available on the District website. The Title I.A Schoolwide Program is reviewed as a part of every fall meeting and is reviewed, discussed, amended during the annual spring meeting. The Title I.A Schoolwide Program is also discussed during Open House.

COMPREHENSIVE NEEDS ASSESSMENT (school level)
Section 1114(b)(6)

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

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

Date of Needs
Assessment
04/20/2020

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment (Required)
- Grade level (Required)

- Ethnicity (Required)
- Attendance (Required)
- Mobility (Required)
- Socioeconomic status (Required)
- Discipline (Required)
- Limited English Proficiency (Required)

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

Strengths:

Attendance

Discipline

Enrollment (stable population)

Weaknesses:

Socioeconomic status

Indicate needs related to strengths and weaknesses:

Identified needs include:

Tutoring

Title IA supplemental instructional services

Teacher webpages including homework tips, how-to-help their children succeed

Student Achievement

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

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

- MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- Completion rates: promotion/graduation rate, retention rates (if applicable)
- Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- Other performance indicators used in analysis:
 - Quarterly Benchmark assessments
 - Student growth for each grade level in SRI, DRA and pre/post Study Island assessments

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

Strengths:

Normed based tools for data analysis

MAP results by content area and grade level, including multi-year trends

Completion rates: promotion/graduation rate

Weaknesses:

Tools used at specific times of the school year

Data is less accurate for student new to the district during the school year

Data from previous district does not always align with our tools or arrive in a timely manner

Indicate needs related to strengths and weaknesses:

Use of data from previous district results

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of

curriculum and instruction at the school:

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

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

Strengths:

Aligned to state standards

Up-to-date instructional program

Support personnel are trained in use of curriculum and instructional practices

Up-to-date instructional materials

Instructional technology

Weaknesses:

Indicate needs related to strengths and weaknesses:

High Quality Professional Staff

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

- Staff preparation

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

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

Strengths:

Strong teacher evaluation

Teacher evaluation level

Quality mentoring program

Core courses taught by appropriately certified teachers

Weaknesses:

Teacher shortage

Indicate needs related to strengths and weaknesses:

Ability to participate in teacher training programs

Ability to send feedback to teacher training programs

Family and Community Engagement

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

- Parental involvement
- Communication with parents

- Policy Involvement
- Parent education
- Support for special needs and underserved
- Health services

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

Strengths:

Health services: full time nurse on staff
Communication with parents
Parent contact

Weaknesses:

Socioeconomic status
Rural area
Daily parental involvement

Indicate needs related to strengths and weaknesses:

Encourage daily parent volunteers

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of

school context and organization at the school:

- School mission/vision
- Average class size

- School climate
- Management and governance
- Student discipline policy

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

Strengths:

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

Weaknesses:

Indicate needs related to strengths and weaknesses:

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."

(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

A strong/complete written CSIP to address weaknesses

4020 GREEN FOREST ELEM.

SCHOOLWIDE PROGRAM

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

Meeting Date: 04/20/2020

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs:
(check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)	
1 <input checked="" type="checkbox"/> Math	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

2	<input type="checkbox"/> Reading	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

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

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

The strategies will (mark all that apply)

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

Description of how strategy/strategies will provide

Identified students will work with the Title Math or Com Arts teacher a minimum of once a week but preferably daily through push-in and pull-out services. All students will have the opportunity to participate in tutoring services if recommended by the teacher or requested by parents. Students not reading on grade-level will receive services until reaching the appropriate benchmark.

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

Description of how strategy/strategies will strengthen

- Increase the amount of learning time
 - Extended school year
 - Before-and/or after-school programs
 - Summer program
 - Other
Before and after-school tutoring

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

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

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

Description of how strategy/strategies will address

Students who are at-risk of not meeting the Missouri Learning Standards will have the opportunity to participate in weekly tutoring services. They also will participate in supplemental instructional services in Title Math or Title Com Arts.

Activities will (mark all that apply)

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

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

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

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

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

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

- Delivery of professional development services
- Instructional coach

Teaching methods coach

Third party contract

Other

Professional development activities that address the prioritized needs

Describe activities

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

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

Describe activities

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

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

Yes

No

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

