

District/LEA: 051-159 WARRENSBURG R-VI Year: 2021-2022

Funding Application: Plan - School Level - 4070 MAPLE GROVE ELEMENTARY Version: Initial Status: Approved

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy [Hide](#)

4070 MAPLE GROVE ELEMENTARY

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.

Open house, Meet the Teacher nights, ELL Teacher, Title building meetings where parents have an opportunity to provide input and ask questions.

- 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.

Committees, Planning, evaluations, surveys, advisory committees, engagement nights, posted on the website, Title Planning committee meetings

- 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.

Committees, Planning, evaluations, surveys, advisory committees, advisory meetings

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.

Flier, meetings, Meet The Teacher, Website, school wide email, parent conference Title Information station

- 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.

Email, Curriculum Nights, District Assessment Plan, STAR Parent Reports, classroom newsletters, family engagement night stations

- 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)

Believe that my child can learn.
Ensure that my child attends school regularly and is on time.
Talk with my child about his or her school activities.
Encourage good study habits.
Be involved in my child's education.
Communicate with my child's teacher.

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

Believe that each child can learn.
Provide a safe, caring, and active learning environment.
Assist each child in achieving the essential academic learning standards.
Provide resources to help all children be successful in their school experience.
Provide opportunities for parent involvement.
Communicate student progress on a regular basis.

- 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 school will provide information and training during Kindergarten enrollment. The school will train the parents on how to check PowerSchool and other online resources for their students information. The school will make sure that the parents have a clear understanding of the MLS, etc via meetings, phone calls and information sent home.

- 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.

Backpacks, Parenting Classes, Technology Nights, Parent Nights, Parent Teacher Conferences

- 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.

Collective Commitments, New Teacher Training, Teaching Methods Coaching, Parent Teacher Organization

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.

Head Start Tours, Speech Language Pathologists supports local Preschool, Information Night, Parents as Teachers; SACC Partnerships, Parenting classes, MU Extension Office

- 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)*

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

4070 MAPLE GROVE ELEMENTARY

SCHOOLWIDE PROGRAM

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

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

| Schoolwide Program Plan Development | | |
|-------------------------------------|------------------|------------------|
| Team Member | | |
| | Team Member Role | Team Member Name |
| 1 | Parent | Tiffany Parsons |
| 2 | Teacher | Heidi Moore |

| | | |
|---------------------------------------|--------------|--------------|
| 3 | Principal | John Finnane |
| Plan Development Meeting Dates | | |
| 1 | Meeting Date | 04/07/2021 |

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

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

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

| Coordination with Other Federal Programs | | | |
|--|------------------------|---------------------|--|
| Federal Titles/Acts | Program Representative | Representative Role | |
| 1 | Select... v | | |

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 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 |
| 2 | <input checked="" type="checkbox"/> Reading | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" 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 |
| 3 | <input type="checkbox"/> English Language Arts | 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 |
| 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 |
| 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 |

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 type="checkbox"/> |
| Supplemental English Language Arts | <input type="checkbox"/> | <input type="checkbox"/> | |
| Supplemental Mathematics | <input checked="" type="checkbox"/> | <input 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"/> 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"/> 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 |

- 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

Students are placed in intervention/enrichment groups based on missing skills/mastered skills each day for 20 minutes. Monitoring is completed every 8-9 weeks to determine what adjustments need to be made to meet the needs of the students. PALS reading and PALS Math are utilized through the intervention and enrichment blocks.

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

Description of how strategy/strategies will strengthen

Students focus on specific missing skills or when they have mastered their Missouri Learning Standards grade level expectations, they will be provided opportunities to stretch their learning. Each plan is based on individual student need.

- Increase the amount of learning time

- Extended school year
 Before-and/or after-school programs
 Summer program
 Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Each student helps to develop their individual learning plan and set learning goals. Students are empowered to chart progress to individual goals. Students review data binders with teachers through data conferences.

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 learning is based on their individual missing skills outlined through continual progress monitoring. When a student and teacher discover a missing skill, intervention is provided and timely progress monitoring occurs to ensure success for that student. Students also have access to tutors during the school day.

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

Care Team, Behavior Team

- 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

Collaboration Days
Monthly Teaching Methods Coaches meetings.
Building PD on Pathways, Math resource training, and technology

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Teacher Placement Day
Compensation Committee
Mentor/Mentee Program
Advisory Board with University of Central Missouri
Clinical Block Students with UCM; where students spend the semester prior to
Student Teaching in class rooms 2 days a week.

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

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

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

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

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

PARENT COMMENTS Section 1116 (c)(5)

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

- Yes
- No

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

District/LEA Comments

4/2019 is the date of the last 3-year needs assessment. We plan to do a new District Wide Needs Assessment this coming spring. SD

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