



District/LEA: 016-096 CAPE GIRARDEAU 63 **Year:** 2021-2022

Funding Application: Plan - School Level - 4050 BLANCHARD ELEM. **Version:** Revision 1 **Status:** Submitted

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

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4050 BLANCHARD ELEM.

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.

Title 1 Evaluation and Parent Involvement meetings are held in the fall and the spring of each school year. The meetings will be conducted to discuss the effectiveness of the plan and to determine what changes, additions, or deletions should be made. The committee will receive an invitation to the meeting, an agenda, sign-in sheet, the Title 1 Plan, and minutes of the meetings will be taken. A copy of these documents will be sent to Dr. RaeAnne Kloss, the Federal Program Coordinator. The committee will include parents, teachers, specialized instructional support personnel, other school personnel, and the principal. During the spring meeting, the committee will review and discuss the results of the parent survey.

- ☒ 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.

Parents are active participants in the Title 1 Plan. The school solicits feedback and input annually. Parents receive a parent survey in the spring of the year that gives them an opportunity to respond to a series of items regarding the school. A Likert scale is used to document the responses.

- ☒ 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.

Parents are members of the Title 1 Evaluation and Parent Involvement Committees. Parents may obtain information using technology. They may request paper copies regarding Title 1. The Parent/Compact is sent to parents at the beginning of the school year. This compact lists the responsibilities of the parents, teachers, and students. The parents, teachers, and students sign-off on this document.

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.

Throughout the school year, parents continually receive reports regarding their child's academic performance. The Missouri Assessment Program (MAP) test is taken in the spring of the school year. MAP preparation occurs throughout the year. The teachers facilitate a variety of preparatory activities including Study Island, Imagine Learning, Imagine Math, Buckle Down, and MAP Practice Tests.

Third grade students scoring proficient or advanced in English Language Arts and Math:

ELA	2015	77.4%	2016	90.4%	2017	91.6%	2018	64.2%	2019
		63.4%							
Math	2015	64.6%	2016	69.2%	2017	73.4%	2018	53%	2019
		53.6%							

Fourth grade students scoring proficient or advanced in English Language Arts and Math:

ELA 2015	81.8%	2016	87.7%	2017	87.5%	2018	84.4%	2019
72.5%*								
Math 2015	78.6%	2016	82.5%	2017	85.1%	2018	79.7%	2019
71%								

The MAP was not administered in 2020 due to COVID-19.

Developmental Reading Assessment 2 (DRA 2) is given twice in grades kindergarten through fourth grade. Substitute teachers in kindergarten and first grade are employed so that these teachers can administer the DRA to their students. Supplemental Communication Arts teachers administer the DRA to the students in grades 2-4.

DISTRICT ASSESSMENTS: The following assessments are given according to district guidelines:

DIAL 4: Entering kindergarten students

DRA 2: Twice in grades kindergarten through fourth grade

Running Records: Once in first through fourth grades

Gates MacGinitie: Third and fourth grades as needed for SB319

MAP: Third and fourth grades

Imagine Learning Literacy and Imagine Learning Math assessments

Assessments are utilized throughout the school year to assess strengths and weaknesses and to aid in planning for future instruction. Materials are utilized to improve test taking skills for third and fourth grades in Communication Arts and Math. The utilization of these materials prepares students who will be taking the state test (MAP) in the spring. Assessment data is studied. MAP testing is a continuing topic of discussion throughout the school year. Teachers are given a variety of avenues to provide input and share ideas regarding ways to enhance student achievement and analyze test data. Assessment results are provided to and discussed with parents throughout the school year including at the twice annual parent/teacher conferences.

Accelerated Reader (AR) is used to provide goal setting for the students to reach higher levels of reading fluency and reading comprehension. Students in grades 2-4 are assigned an individualized quarterly goal. The students read books on their levels and then take a comprehension test on the computer. Students must score 85% or higher to achieve the reading points. Students who master their quarterly goal are recognized by the principal and are invited to the quarterly AR party. Students in kindergarten through first grade may be able to take AR tests as they display the ability to be successful reading independently.

Teachers are receiving training in Orton-Gillingham. Orton-Gillingham is a multi-sensory approach that teaches connections between sounds and letters. Orton-Gillingham is a direct, explicit, multi-sensory, structured sequential diagnostic and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to students. We will be purchasing the Interactive Orton-Gillingham Online.

Students in all grades are expected to complete and return homework.

Various types of technology, computer programs, test prep programs and materials, and instructional materials are utilized to give supplementary support in Communication Arts and Math.

Blanchard staff administer assessments according to the testing schedule. Results are analyzed and shared during collaboration time with grade level teams, on professional development days, and at parent/teacher conferences.

- ☒ 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.

Information is disseminated regarding curriculum, academic assessments, and MAP achievement levels on the district and school websites. Handbooks are available on line and may be obtained in hard copy at the school.

- ☒ 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)*

The School/Parent/Student Compact is sent to parents at the beginning of each school year. The teachers, the parents, and the students sign this document.

Barbara Blanchard Elementary
Pre-kindergarten through Fourth Grade
SCHOOL/PARENT/STUDENT COMPACT

Barbara Blanchard Elementary staff and the parents of students participating in Title 1.A activities, services, and programs agree that this compact outlines how the school staff, the parents, and the students will share the responsibility for the academic achievement of the students.

STAFF RESPONSIBILITIES

Barbara Blanchard Elementary staff will:
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to master the Missouri Learning Standards.
Retain highly qualified principal and teachers.
Provide effective instructional strategies and materials.
Assess your child regularly and provide feedback regarding the testing results.
Participate in high quality professional development.
Use technology to enhance your child's academic achievement.

Maintain a safe school climate and a positive support system.

Hold two annual parent/teacher conferences to:

Discuss your child's grades, work habits, and social skills.

Examine your child's academic achievement and address strengths along with any areas of concern and make plans for future teaching and learning.

Provide relevant educational information and answer parents' questions.

Provide parents with frequent reports on their child's progress:

A monthly school newsletter will be sent home to parents. Teachers will send home a variety of correspondence designed to inform parents regarding what the children are studying in school, how the parents can help their child be successful in school, and supply parents with information on upcoming classroom activities and school events.

Mid-quarter reports will be sent home by the classroom teachers. Report cards will be sent home each quarter.

Be accessible to parents:

Phone calls, meetings, or conferences will be held at parents' request.

E-mails may be sent and received between parents and school staff.

Infinite Campus Messenger will be utilized to send electronic messages and reminders in the form of emails, text messages, and automated voice telephone calls.

PARENT RESPONSIBILITIES

I, as a parent, will support my child's learning in the following ways:

Make sure that my child is never tardy and attends school every day possible.

Encourage my child to work hard and behave well at school.

Stay informed about my child's education by reading and responding to all school communications.

Make sure homework is completed and returned promptly to the classroom teacher.

Make sure that my child studies and is prepared to do well on assessments.

Make sure that my child makes his/her Accelerated Reader goal each quarter (grades 2-4).

Attend parent/teacher conferences twice per year.

Attend three or more school functions per year.

Volunteer to help with school functions once or more per year.

Read to and/or with my child every day.

STUDENT RESPONSIBILITIES

I, as a student, will do the following to improve my academic performance:

Arrive at school on time and attend school every day possible.

Follow instructions and give my best effort every day.

Make sure my homework is completed and returned promptly to my teacher.

Study and be prepared to do well on assessments.

Make my Accelerated Reader goal every quarter (grades 2-4).

Pay attention in class and ask question if I need additional help.

Follow the 16 Boys' Town Social Skills which are: Following Instructions, Accepting Criticism or a Compliment, Accepting "No" for an Answer, Greeting Others, Getting the Teacher's Attention, Making a Request, Disagreeing Appropriately, Giving Criticism, Resisting Peer Pressure, Making an Apology, Talking with Others, Giving Compliments, Accepting Compliments, Volunteering, Reporting Other Youths' Behavior, and Introducing Yo

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

Technology enables the staff to communicate with parents regarding school-related events, attendance, weather events, etc. An electronic message center is in the front of the school that is used to display a variety of relevant topics. A Dates to Remember publication containing important school dates for the year is disseminated to all families. Report cards, parent newsletters, handbooks, calendars, menus, Blue Ribbon postcards, etc. will be provided by the principal, teachers, counselor, nurse, and PTO president to facilitate communication between the school and the home.

- ☒ 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 specific learning needs of the students will be identified in order to improve their academic achievement in Communication Arts and Math. Opportunities to enhance parent involvement are continually researched and implemented to strengthen the relationships between the home and the school in order to enhance the students' academic achievement.

- ☒ 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.

The school provides a myriad of opportunities for parents to be involved. The goal is that 100% of the parents will participate in three or more activities throughout the school year. During the 2018-2019 school year, 98% of parents attended three or more school events. Some of these activities include: Back to School Night, two parent/teacher conferences, music programs, PTO involvement, Grandparents' Day, Picnic With Your Parents, and a host of other possibilities. Teachers document all participation by having parents complete a sign-in sheet. We were unable to document parental participation for the 2019-2020 and 2020-2021 school years due to COVID-19. During the 2020-2021 school year, 100% of the parents participated in the parent/teacher conferences which were held in October and February.

- ☒ 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.

ABCToday partners with the school to assess growth in three areas which are academics, behavior, and attendance. The Boys and Girls Club conducts after school programs that enable the children to have a snack, get physical exercise, engage in meaningful activities, and do their homework. Big Brothers/Big Sisters meets in the school cafeteria offering mentorships to the students while also working with the parents.

The school staff continually engages with parents regarding their children's academic achievement. Person to person contacts are made along with using technology. For example, DOJO is a program that enables the parents to know how many points their child received for good choices during their school day. Mid quarter reports, report cards, Accelerated Reader reports, and quarterly reports from the Communication Arts teachers are a few of the many ways the school communicates academic performance to the parents.

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.

An English Learner (EL) teacher is available to assist students and their families if English is not their primary language. The school had six students receiving services from the EL teacher during the 2017-2018 school year.

The school staff maintains open channels of communication to assist the parents. If students are struggling to achieve grade level expectations, the staff engages with the parents to construct a plan to differentiate instruction based on the need areas of the students.

- ☒ 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)*



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District/LEA Comments

R. Kloss, 6-8-21

DESE Comments

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