



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

Funding Application: Plan - School Level - 4090 CENTRAL MIDDLE **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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School, Parent And Family Engagement Policy [Hide](#)

4090 CENTRAL MIDDLE

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.

CMS's Title I plan will be available in hard copy to all who request it. It is also available on our website. Parents will be invited to annual meetings and given copies of the parent and family engagement plan. Surveys will be distributed and collected at these meeting to gain parent input on Title Plans as well as other aspects of Central Middle School.

- 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 will be invited to the bi-annual meetings and given copies of our parent and family engagement plan. Surveys will be distributed and collected at these meetings to receive input on the plan. A full-time student service coordinator will gather survey data and report it to the school Title I Team.

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 will be invited to the bi-annual meetings and given copies of our parent and family engagement plan. Surveys will be distributed and collected at these meetings to receive input on the plan. A full-time student service coordinator will gather survey data and report it to the school Title I Team.

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.

In addition to Title I bi-annual meetings, information will be distributed to parents via weekly classroom newsletters, monthly school newsletters, and a variety of technology methods (ie, school website, Remind, Class Dojo, etc.)

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 5th and 6th grade curriculum is available on the district website. In addition, grade-specific packets of information including essential learning outcomes (ELOs) are distributed at the beginning of the school year and to new enrollees throughout the year. Teachers inform families about each week's curricular focus in various ways including classroom newsletters, websites, and teacher-parent technology programs such as Remind, Class Dojo, etc. As CMS administers assessments (IXL, Achieve 3000, USA Test Prep, MAP, etc.), staff will inform parents through these methods as well. CMS also uses the Canvas platform to communicate progress and missing assignments to parents.

- 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)*

As per the school-parent-child compact, parents will support their children. Parents will:

Make sure they are in school every day possible
 Check that homework is completed
 Monitor the amount of time spent watching television/playing video games
 Volunteer in my child's classroom/school
 Be aware of my child's extracurricular time and activities
 Stay informed about my child's education by reading all communications from the school and responding appropriately
 Attend parent-teacher conferences and after school events

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

As per the school-parent-child compact, CMS will support its students. The school will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment enabling participating children to meet Missouri Learning Standards by:

Retaining highly qualified principals and teachers

Providing instruction, materials, and high quality professional development which

incorporates research on effective schools, and

Maintaining a safe and positive school climate.

Hold fall and spring parent-teacher conferences to:

Discuss the child's progress/grades during the previous quarter

Discuss this compact as it relates to the child's achievement

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:

Weekly packet/papers from the classroom teacher

Weekly newsletters from the classroom teacher as well as communication using technology including Remind, Class Dojo, etc.

Daily reports via ICU if a child is receiving below average grades or missing assignments

Quarterly grade cards/progress reports sent home by the school

Be accessible to parents through:

Phone calls or person-to-person meetings

Email, technology including Remind, Class Dojo, etc., or notes

Scheduled consultation before, during, or after school

Scheduled school or home visits

CMS will employ a full-time Tier III Interventionist (to support students who are 2+ grade levels behind in reading and math per state and local assessments) and a full-time Student Service Coordinator (who will offer support to students and parents who struggle academically, socially, behaviorally and emotionally).

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.

As CMS administers assessments (IXL, Achieve 3000, USA Test Prep, MAP, etc.), staff will inform parents through weekly newsletters, the school website individual teacher-utilized programs (Remind, Dojo) and ICU database emails. Staff will also meet with parents during parent-teacher conferences and before, during or after school as scheduled to update parents on student progress and answer questions.

- 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.

Weekly classroom newsletters will offer ideas and materials for families to use with their children. Specific information is provided during parent-teacher conferences throughout the year. Online/virtual instructional support is available to students choosing "Tigers@Home" (during the COVID19 pandemic). The full-time Student Service Coordinator will materials and training for parents/students as needed to ensure the success of online learning.

- 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.

Staff development in the value and utility of contributions of parents and 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 occurs throughout the year. Staff meetings, collaboration times, and special training before parent-teacher conferences are all times staff receive the above information.

A mentor-mentee district-wide program will support teachers new to the teaching field on how to work with and communicate with parents. The Tier III Interventionist will also work with teachers to communicate student progress information to 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.

CMS will coordinate and integrate Title I funds with other funds including those for ELL students, children with disabilities, homeless and migrant students, as well as local funds to provide support for ALL students. Using the Response to Intervention model with a focus on reading, math, and behavior, all students are provided tiered interventions based on individual student data. Processes are in place to monitor and benchmark student progress, to analyze the data for growth and needed interventions, and to acquire the knowledge to modify instruction based on this data analysis.

The full time Tier III Interventionist and the full-time Student Service Coordinator will serve students who are behind their peers academically, behaviorally and emotionally.

- 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)

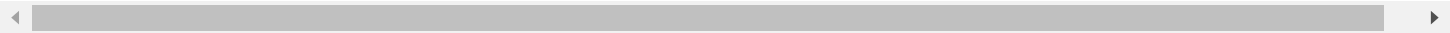
- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably 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

Email: emilea.edmondson@dese.mo.gov

Current User: raalpers

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Ver.