4020 JUNCTION HILL ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

Junction Hill is a schoolwide title program.

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)

Junction Hill holds annual spring and fall meetings at which time we inform and invite parents to participate in developing plans, offer changes or give suggestions. We use surveys to allow families the opportunity to have input. We hold a working meeting to which parents are invited for the development of plans and to make changes offered through surveys and family needs.

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.

The school offers a flexible number of meetings. 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)
- In the planning, review, and improvement of the school parent and family engagement policy. Section 1116 (c)(3)
- The school provides parents of participating children timely information about the Title I.A programs. Section 1116 (c)(4)(A)
- The school provides parents of participating children 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

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At our Open House teachers share with parents the curriculum and assessments used. MAP achievement, academic assessment results and student performance are shared and discussed with parents at each of two parent teacher conferences. Overall school MAP achievement is shared at our annual meeting.

- 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 developed 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)
    - Our parent compact includes a listed number of ways in which our parents can agree to be involved and responsible for their child's education. They check each item that they agree to and sign the compact.

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. Section 1116 (d)(1)
    - Our parent compact includes a listed number of ways in which our teachers will agree to be involved and responsible for their students' education. They check all items and sign the compact.

- Address 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
  - the Missouri Learning Standards
  - the Missouri Assessment Program
  - local assessments
  - how to monitor a child's progress, and
  - how to work with educators to improve the achievement of their children
  - Junction Hill has a parent teacher conference during each semester in which teachers will visit with families about what the students are learning and about the assessments that follow. It is also discussed how both the teacher and the family can help to ensure the academic success of the student.
- Provides materials and training to help parents work with their children to improve achievement. Section 1116 (e)(2)
  - Teachers will provide families the materials that are needed to supplement the learning in the classroom. Teachers will also provide strategies and guidance to parents giving them guidance as to how to assist their student.
  - We will also have an activity night scheduled for parents and their child.
- 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)
  - Junction Hill encourages all school personnel to have positive working relationships with parents. We continually reinforce this with professional development.

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)
  - Junction Hill has several ways that we encourage our parents to more fully participate in the education of their children. We have a volunteer program, we have a very active Parents Teacher Organization and parents are welcome to come to planning meetings throughout the year. These are in addition to the Open House night and the parent teacher conferences and activity nights that are held. These are all announced to the parents through letters, flyers, outreach phone calls, the website and our Facebook page.
- 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: May develop appropriate roles for community-based organizations and businesses in parent involvement activities. Section 1116 (e)(13)

- PTO
- Booster Club

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

A comprehensive needs assessment of the entire school has been conducted on 5/6/20. The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment
- Grade level
- Ethnicity
- Attendance
- Mobility
- Socioeconomic status
- discipline
- Limited English proficiency

Here is a summary of the analysis of data regarding student demographics:

- Strengths:
    - We have been able to split any grade level that reaches 25 students.
    - Our attendance has continually grown to its current level of over 90%.
    - Our mobility has decreased and has stayed stable over the last several years.
    - We have no IEP demographics.

- Weaknesses:
    - Socioeconomic status continues to be a challenge, though our Free and Reduced numbers have decreased from 67% to 65%.

- Indicate needs related to strengths and weaknesses:
    - We are addressing needs by providing free breakfast, food backpacks for the weekend, and school supplies.
    - Not all of our patrons are able to afford internet access so we take every opportunity to bring technology into the classroom.

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)

Here is a summary of the analysis of data regarding student achievement:
- Strengths:
    - Our strength in student achievement is our progress. We have worked diligently in the area of Reading, ELA, and math. Scores have risen and maintained over the past year. Of the 13 areas where MAP scores are collected (including English EOC 8th grade), 10 out of 13 showed a year over year improvement in scores from 2018 to 2019 MAP. Our Free and Reduced subgroup has maintained levels consistent with the rest of our students.
- Weaknesses:
    - We have improved slightly in math as we have been focusing on instruction and intervention. Now our reading and ELA scores are the ones that are showing more of a need for improvement. We have identified a need to promote reading in our classes. We will be using benchmark testing and we have put forth investment in PD and in online resources to help promote reading. Our teachers are also implementing improved phonics instruction methods as our needs assessment showed our current reading program has a weakness in phonics instruction.

- Indicate needs related to strengths and weaknesses:
  - We have identified a need to promote reading in our classes. We will be using benchmark testing and we have put forth investment in PD and in online resources to help promote reading. Our teachers are also implementing improved phonics instruction methods as our needs assessment showed our current reading program has a weakness in phonics instruction. We are addressing it through curriculum, teacher professional development, and use of RtI time. We are using programs such as STAR reading, STAR Early Lit, and Moby Max to offer extended learning opportunities. We will offer tutoring and activity nights to enhance learning opportunities.

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

Here is a summary of the analysis of data regarding curriculum and instruction:
- Strengths:
  - We attribute the use of McGraw Hill Reading Program as part of the success of our reading scores.
  - The committed use of the five reading components (P.A., phonics, vocabulary, comprehension and fluency) in instruction has impacted our program.
  - The use of technology has continually proven to be an asset to our students and provides many resources of learning.
  - We have increased support personnel and continue to employ a Title I reading teacher and paraprofessional.

- Weaknesses:
  - Our curriculum is being looked at and rewritten. We have been focusing on re-writing one discipline per school year. Our instructional program and materials are being reviewed and improved. Continued improvement in ELA and reading has been identified as another need. Especially in the areas of phonics and motivating students to read. Our instructional program and materials are being reviewed and improved with care being given to fidelity of implementation.
- Indicate needs related to strengths and weaknesses:
  - We are continuing to revamp our instructional programs to improve math, reading, and student motivation. Next year we will be moving from using ALEKS to Moby Max as it has been identified to be more easily implemented in the classroom. We are also making AR and MYON available for students to promote reading. Our teachers are undergoing PD in all of these new programs as well as

PD in phonics instruction in grades k-4. This was identified as a weakness of our current program.

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

Here is a summary of the analysis of data regarding the quality of professional staff:
- Strengths
  - Our teachers are certified.
  - We have 21 teachers employed. Nine are tenured. Eighteen are returning and Three are new (or are returning) to our district in 2020-2021.
  - Two of our three new teachers are very experienced teachers having over 9 years experience each.
  - We employ two full time and one part time special education teachers.
  - Our superintendent has been employed in our district for eight years.
  - Our principal will be in his 4th year at Junction Hill in 2020-2021
- Weaknesses:
  - We have 3 teachers who came to us via teacher of record or other alternative certification route. These teachers are beginning their 2nd and 3rd years at Junction Hill in 2020-2021. This could be considered a weakness of a high quality staff, however, they are non traditional teachers who have shown that their experiences in life translate extremely well in the classroom. They are actually amongst our strongest teachers. Still they will need increased mentorship and PD to help them reach their potential.
- Indicate the needs related to strengths and weaknesses:
  - Our needs will be met through professional development, mentors and personal experience.

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.

Here is a summary of the analysis of data regarding family and community engagement:
- Strengths
  - Junction Hill has a committed parent volunteer organization.
  - Our school is committed to serving those with special needs.
  - We employ a full time nurse to address the health needs of our students and help parents in meeting those needs.
  - We encourage our parents to be involved in decisions that affect the outcome of our school through policy and planning.
- Weaknesses:
  - We have identified areas in which we can improve in communication. We will work to address those through our phone outreach calls, monthly calendar, class newsletters and contacts, Facebook, and website updates.
  - We are working to help our parents be better equipped to help their children in the learning process though activity nights and conferences.
- ndicate needs related to strengths and weaknesses:
  - Our needs will be met through concerted efforts to have better communication with our families and to help them learn how to support their childs learning.

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 statement
- Average class size
- School climate
- Management and governance
- Student discipline policy

Here is a summary of the analysis of data regarding school context and organization:
- Strengths:
  - Our mission statement is "Joining Hands in Lifelong Learning" which reflects our belief that it takes families, community, children and school to affect the lives of children.
  - We are committed to keeping our class sizes as small as we possibly can in order for students and teachers to have as much contact as possible.
  - Our school climate is a positive for students, faculty and staff. We strive to promote healthy relationships that make our school enjoyable and successful.
  - The school board welcomes community members, teachers and parents to meetings and welcomes input.
  - Our discipline policy is effective for student success.
- Weaknesses:
  - We haven't found a weakness in this area.
- Indicate needs related to strengths and weaknesses:

- The primary need expressed is how the school can further help families in need in meeting the basic necessities.

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:
1. We have identified a need for motivating students to read more.
2. We have identified a need to build our use of assessment and the associated data collection/analysis in math and ELA
3. We have identified a weakness in our reading program's phonics instruction and a need to seek additional phonics instruction in the classroom.

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)

Team Member and Role
- Parent
  - Liz Bolander
- Teacher
  - Amanda Jens
  - Michelle Miller
- Principal
  - Tim Perkins

Plan Development Meeting Date
- 3/10/20

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

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

Federal Titles, Program Representatives, Representatives Role

- Title 1 School Improvement (a)
  - Michelle Miller- Title 1A Coordinator
- Title 2A
  - John Dern- Superintendent
- Title 4A
  - John Dern- Superintendent

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

The following strategies will be implemented to address prioritized school needs:
- Supplemental instruction
  - Reading
    - K-8
  - English Language Arts
    - K-8

Delivery of Title 1 funded supplemental instruction services
- Pull out/resource Classroom
- Push in/regular Classroom

Instructional Personnel
- Supplemental Reading
  - Teachers
  - Paraprofessionals

Class Size reduction
- Grade Levels targeted for class size reduction
  - 4th
  - 2nd

Professional Learning Communities (PLC/DCI)

Response to Intervention (RTI)

The strategies will:
- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards

- ○ Class size reduction has been prioritized due to educational needs identified through student assessment.
  - ○ We are continuing our participation in PLC/DCI to promote communication and collaboration.
  - ○ RtI will allow us to provide extended learning in Math for our students.
- ● Use methods and instructional strategies that strengthen the academic program in the school.
  - ○ Our teachers are using a whole brain approach to learning.
  - ○ Our teachers use the whole brain approach in classroom management that allows more time for teaching and practice.
- ● Increase the amount of learning time
  - ○ Extended school year
- ● Help provide an enriched and accelerated curriculum
  - ○ Our RtI time will allow our teachers to provide students with accelerated instruction.
  - ○ We will provide accelerated learning through Moby Max and STAR/AR.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include:
- ● Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards
- ● We will provide for the physical needs of our children through our various programs.
- ● We will provide intervention services for our at risk students.
- ● Our students will receive tutoring.
- ● We will work closely with parents of at risk students to identify needs that keep them from being successful.
  - ○ 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
  - ○ Professional development activities that address the prioritized needs
  - ○ We have obtained professional development in technology instruction for our teachers.
  - ○ We will also provide professional development for teachers in their respective areas.
  - ○ Our main focus for professional development will be in technology and distance learning to improve our learning outcomes.