



District/LEA: 066-102 ELDON R-I Year: 2018-2019

Funding Application: ESEA Consolidated - School Level Plans - 4020 SOUTH ELEM. Version: Initial Status: Disapproved/Open

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School, Parent And Family Engagement Policy [Hide](#)**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 EL children. *Section 1116 (b)(1)*

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

Annually, a LEA Advisory committee made up of faculty representatives and parents selected by the respective schools meet to review and update the Eldon School District's parent involvement plan. The plan is then made available to parents through distribution at each local school's annual fall meeting as an attachment with the local school parent involvement plan. It is also available through the principal's office at each school, or upon request from the central office.

- 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 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. Sr

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

Eldon Elementary believes in involving parents in all aspects of its Title I program. We have parents on our Title I committee who were active participants in the development of the plan. Each year, the school wide plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and Title I committee to determine needed changes.

- 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.

Eldon Elementary believes in involving parents in all aspects of its Title I program. We have parents on our Title I committee who were active participants in the development of the plan. Each year, the school wide plan, including the parental involvement plan, is reviewed and evaluated. Results of parent surveys are reviewed by the parent representatives and Title I committee to determine needed changes.

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.

The plan is then made available to parents through distribution at each local school's annual fall meeting as an attachment with the local school parent involvement plan. It is also available through the principal's office at each school, or upon request from the central office.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to meet 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

At the annual meeting of parents at the beginning of the school year; Eldon Elementary School will hold a general meeting where information will be presented about its Title I programs, the curriculum, and forms of academic assessments used to measure student progress. Parents will learn about our school's program and the following subjects taught: math, reading, science, social studies, language arts, and PE. They will learn about how to schedule parent-teacher conferences and how they can participate in decisions related to the education of their child. We will review the Eldon 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 achievement 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

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

Eldon Elementary School revises its school-parent compact in May of each year in consultation with our school wide advisory committee and any parental comments received by teachers throughout the year. All parents will be given a copy of the new compact through open house enrollment packets and sent home with students during the beginning of the school year. A copy will be maintained on the school website and new students will be given one at the time of enrollment. The compact will be explained to the parents and they will be asked to sign the compact signifying their commitment to

- Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.

The school works to provide high quality curriculum and instruction every year. Every year teachers receive professional development on providing quality instruction. Every Wednesday one hour of collaborative time is used to help provide quality curriculum and instruction.

- 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

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

- 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 used I-ready information to give to parents which describes students progress and also what the student needs to do to improve. During parent teacher conference teachers describe the Missouri Learning Standards, MAP, and also the local assessments we use.

- 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.

All students are given access to their I-ready account and can work from home on their material. If students don't have access to technology then we can print out the material for students to work on at home.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

During our early release Wednesday's we provide professional development to our teachers on how to work with parents.

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

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

The elementary school has literacy nights that all students are encouraged to attend. Our afterschool program has helped with offering a summer enrichment program along with our summer school program. We also have a before school program that coordinates with our regular day activities.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a form and language that 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 (optional; check if applicable)

- Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement activities. *Section 1116 (e)(6)*
- Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available. *Section 1116 (e)(7)*
- Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care 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 with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and improves 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 program. *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)*

Save

Comprehensive Needs Assessment [Hide](#)

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.

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

- Enrollment
- Grade level
- Ethnicity
- Attendance
- Mobility
- Socioeconomic status
- Discipline
- Limited English Proficiency

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

Strengths:

Our enrollment has stayed consistent over the years. Our attendance rate has improved over the years. Our students eligible for free and reduced lunch has lowered over the last four years.

Weaknesses:

We still need to improve our attendance rate. Our mobility is still higher than we like.

If indicated, state need(s) identified pertaining to **student demographics**:

The district will work to improve attendance by making well checks on consistently absent students.

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 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:

Empty text box for other performance indicators.

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

Strengths:

ESEA Building Level Plans

Our academic scores are at an all time high. Our demographics rank our school at 338. Our academic scores rank us in the top 100 schools in the state.

Weaknesses:

We can always improve interventions and summer school.

If indicated, state need(s) identified pertaining to **student achievement**:

The district will work to improve the summer learning during summer school.

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:

We utilize Go Math and I-ready. Both of those programs provide quality curriculum. Our teachers have an hour every Wednesday to coordinate instructional activities.

Weaknesses:

We have used LEAD 21 for our communication arts curriculum and that material is no longer supported. We are switching this year to WONDERS. When ever you start a new program we know that we will have a learning curve.

If indicated, state need(s) identified pertaining to **curriculum and instruction**:

The district will focus on implementing WONDERS curriculum with fidelity.

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:

Administrators are high quality. Staff are from the area and understand the demographics of our community. Support staff are also from the area and understand the needs of our students. Staff are certified.

Weaknesses:

New staff members need extra support that we provide.

If indicated, state need(s) identified pertaining to **high quality professional staff**:

The district will provide mentors for our new staff members. We will also continue to provide early release Wednesdays to help with professional development.

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:

We have great attendance from parents in our Literacy and Family nights. Parents are encouraged to read with their child every night for twenty minutes. Staff send home weekly letters with parents. Parent teacher conferences are well attended.

Weaknesses:

Our students with the highest needs sometimes have least support at home. We then have to make sure to get those students enrolled in our afterschool program and our summer school activities.

If indicated, state need(s) identified pertaining to **family and community engagement**:

We will make home visits before school with our students that need the most support.

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:

We give staff surveys every two years. We analyze that data and make the necessary changes. This has been very positive with the staff.

Weaknesses:

Our only weakness identified is that we have 18 students in preschool with a teacher and a paraprofessional. Our preschool teachers would like to limit that number to 10-15 but that would have more students on the waiting list.

If indicated, state need(s) identified pertaining to **school context and organization**:

We will provide better training for our paraprofessionals to help with the students in our preschool program.

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 an achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest 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	Implement new communication arts curriculum with fidelity.	Delete
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Add Save

Save

Schoolwide Program Plan [Hide](#)

SCHOOLWIDE PROGRAM PLAN

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 individual plan. Section 1114 (b)(2)

Federal Programs Plan Development	
Team Member	
Team Member Role	Team Member Name
Parent	Sheila Salmons
Teacher	Sara Wallis
Principal	Michele Herbert
Plan Development Meeting Dates (Indicate a meeting date for each plan)	
Meeting Date	03/22/2018

Add Team Member Add Meeting Date S

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
Select...		

Add Line S

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)	
<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 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 checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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

ESEA Building Level Plans

<input checked="" type="checkbox"/> Communication Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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"/> 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"/> Other _____	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 supplemental instruction services (check all that apply)

- Early Literacy
- Preschool
- Pull out/resource classroom
- Push In/regular classroom
- Reading Recovery
- Summer School
- Tutoring (before-or-after-school)
- Other

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

Class size reduction

<input checked="" type="checkbox"/> Grade Levels	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
<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

Professional Learning Communities will allow teachers time to collaborate about the new reading/communication arts curriculum.

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

Description of how strategy/strategies will strengthen

ESEA Building Level Plans

Teachers will follow Go Math and Wonders curriculum to strengthen the academic programs within the school. I-ready will then be utilized to provide quality interventions to students that are struggling.

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

Utilizing I-ready allows students to progress at an accelerated rate if they are passing the standards.

Activities will (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 Sta

Description of how strategy/strategies will address

Students having the opportunity of before and after school help will provide the extra support they need to be successful. Summer school also ensures that students do not have learning loss.

Activities will (mark all that apply)

Improve 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 workfo

- 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 sen

Professional development and other activities for teachers, paraprofessionals, and other school personnel to l 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

- Activities to recruit and retain effective teachers, particularly in high need subjects**

Describe activities

This school year we are recruiting our own high school students that have an interest in being a teacher to help us with summer school. We believe this is a great program that will help us grow our own teachers.

- Strategies for assisting preschool children in the transition from early childhood education programs to local programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- These program funds 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)
- 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
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Other State and local services, resources, and programs

- State and local funds
- 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.

Save

Save All ESEA Plan Home Print

District/LEA Comments

DESE Comments

Email: cheryl.pickett@dese.mo.gov

Current User: mdavis3

"Missouri public schools: the best choice...the best results!"