

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](#)

## 4020 LONEDELL 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.

The school parent and family engagement policy is developed jointly with, distributed to, and agreed upon with parents of participating children. We seek and obtain agreement of parents to the parent and family engagement policy through our fall and spring meetings and distribution of the policy to all involved families. Information from the meeting is sent home with all enrolled families following the meeting.

- 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.

LEA and school-wide plan reviewed at Fall and Annual Review meeting in the spring. Any parent comments are recorded and included in the agenda minutes.

- 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.

LEA and school-wide plan reviewed at Fall and Annual Review meeting in the spring. Any parent comments are recorded and included in the agenda minutes

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.

Annual fall meeting agenda will include:  
The parent and family engagement policy, the District wide policy 1621, school/family compact, teacher qualifications and certifications, school participation in Title I.A., Parents right to know and parents rights to be involved.

- 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.

Fall meeting agenda will include:  
Title services available  
Title push-in scheduling  
Academic Assessments- DRA, evaluate, grade level common assessments, AIMSweb and MAP  
PAST  
Spelling Screener

- 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)*

Parents will ensure their child receives the proper amount of sleep, a good meal, has proper school supplies and attends school every day. They will ensure their child spends the appropriate amount of time in home study and preparation for his/her class. Parents will participate in decisions relating to their child's education, Parents will promote positive use of extracurricular time. Parents will stay informed about their child's education and communicating with the school district by promptly reading all notices and responding as appropriate. Parents will meet with their child's teacher and inquire about his/her progress in school work; contacting the teacher or principal with concerns about problems.

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

Hold parent teacher conferences at least two times annually, during 1st and 3rd quarter.  
Host an open house during the first week of school.  
Provide parents with frequent reports on their child's progress.  
The school will send Progress Reports (mid-quarter) and report cards at the end of the quarter.  
The school will provide parents reasonable access to staff.  
Provide parents opportunities to volunteer and participate in their child's class.

- 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.

MLS, MAP, assessments, student progress and how to work with your students will be discussed during the fall and spring meetings. They are agenda items during both meetings each year. These topics are also addressed throughout the year in newsletters, phone blasts, website resources and parent/teacher conferences.

- 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.

School wide Newsletters contain a section called "Title 1 Tidbits" that give helpful hints on activities you can do with your child at home to improve achievement. Title 1 family fun nights have activities to do with your child, as well as take home activities.

- 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.

At the beginning of each school year the staff is trained in parent/teacher communication expectations. It is an expectation of our school that you contact parents weekly with either a conduct card (middle school) which displays their child's progress or a weekly newsletter in the elementary. Teachers are required to participate and host parent teacher conferences twice a year.

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.

Lonedell R-14 integrates Title 1 with Head Start of Franklin County, our local preschool program, PAT, Special Education. These entities work together to serve at-risk students in our district. Coordination of the programs is a priority in our district. We review existing services to make sure we don't have redundancy in service. We have added a school social worker on staff 3 days a week who helps families when needed in terms of locating and accessing resources that may be needed.

- 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](#)

## 4020 LONEDELL ELEM.

### 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           | Kelly Dierker    |  |
| 2                                   | Teacher          | Sarah Britton    |  |
| 3                                   | Principal        | Wayne Dierker    |  |
| 4                                   | Teacher          | Leslie Henson    |  |
| 5                                   | Parent           | Erica Calhoun    |  |
| 6                                   | Others           | Sue Crumbaugh    |  |
| Plan Development Meeting Dates      |                  |                  |  |
| 1                                   | Meeting Date     | 06/15/2020       |  |

## 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  | Title II.A                     | Jenny Ulrich           | Federal Programs Coordinat |
| 2  | Title IV.A                     | Jenny Ulrich           | Federal Programs Coordinat |
| 3  | Title I School Improvement (a) | Jenny Ulrich           | Federal Programs Coordinat |
| 4  | McKinney-Vento                 | Jenny Ulrich           | Homeless Coordinator       |

## 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"/> Reading               | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 2   | <input checked="" type="checkbox"/> English Language Arts | K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/> |
| 3   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/>  |
| 4   | <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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/>  |
| 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"/><br>11 <input type="checkbox"/> 12 <input type="checkbox"/>  |

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 type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |  |
| Supplemental English Language Arts | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |                          |  |
| Supplemental Mathematics           | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |  |
| Supplemental Science               | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |  |
| 1 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 checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input checked="" 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

utilizing PLC model, PBIS, RtI, small group instruction, pull out and push in services, will give struggling learners a lot of direct instruction along with decreasing student to teacher ratio during push-in. PLC data teaming helps staff to ascertain whether standards are being met or if Tier 3 intervention is necessary.

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

Description of how strategy/strategies will strengthen

Utilizing RTI and PLC process with strengthen the acadmeic program in the school because it keeps the focus on learning, not teaching. It helps staff identify what students have mastered the content, not just that the content has been taught. Our participation in MMD has also expanded our knowledge base of assessment capable learners and feedback to students.

- 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

RTI helps to provide an enriched and accelerted curriculum by identifying students who have already mastered the learning standard and are ready to move on. These students can do accelearted learning during RTI time when appropriate. The addition of STEAM classes also allow for more discovery learning in a hands-on approach.

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

Activities such as specialized instructional supports help meet the needs of those at risk of not meeting the MLS by giving one on one or small group instruction to those students in need. Mental health programs help students at risk by removing barriers placed on their learning by mental health issues.

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

**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

Our district will engage in work with Missouri Model District initiative and DESE to focus on ACL in the classroom. We are in the second year of engagement with Franklin County cares for an 18 month program addressing trauma informed care in the classroom. Site visits to successful STEM and STEAM programs throughout the state to learn from other districts about successful implementation of this type of classrooms/programs. Participation in LETRS training will continue for the 2020-21 school year.

**Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

Our district implemented a pay scale that rewards teachers for longevity in the district by adding in benchmark years. At years 5, 10, 15 and 20 our teachers receive a greater pay increase. We hope that this will help retain effective teachers.  
We also offer high quality professional development and support to our staff. Teachers who feel supported and prepared are more likely to be retained than those who aren't.

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

Describe activities

Transition meetings are held and preschool teachers, parents, admin are present. We discuss students' needs upon entry to kindergarten. We prepare for any special needs, instruction or services that may be beneficial to the students as they enter school. In 2019-2020 these meetings were not held due to the closure of school.

---

## 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

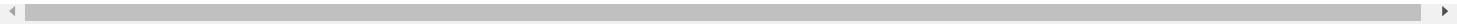
### PARENT COMMENTS Section 1116 (c)(5)

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**

**DESE Comments**

---

**Email:** [kathleen.schwartz@dese.mo.gov](mailto:kathleen.schwartz@dese.mo.gov)

**Current User:** Julrich1

Improving Lives through Education