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, Parent And Family Engagement Policy  Hide

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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.

Information is provided in the student handbook. Parents sign parents' compact forms. Parent feedback is an ongoing process and parent engagement policy may be updated accordingly. Parents' feedback is also received during parent involvement activities. Send more surveys to parents.

☐ 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.

Parent feedback is an ongoing process and parent parents' engagement policy may be updated accordingly. Parents' feedback is also received during parent involvement activities. Parents attend annual meeting to receive handbooks digitally or a bound copy and get their input about policies via surveys. Parents are invited to attend Annual Building and District plan meetings.

- 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.

Information is provided in the student handbook. Parent feedback is an ongoing process and parents' engagement policy may be updated accordingly. Parents' feedback is also received during parent involvement activities.

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.

Parent activities such as Orientation, open house, Pastries with Parents, Parent Teacher Conferences, emails, phone calls to the parents, Freshman Night.

- 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.

Parent activities such as Orientation, open house, Pastries with Parents, Parent Teacher Conferences, emails, phone calls to the parents, College information meetings

- 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 be responsible for supporting their children's learning in the following ways: Make sure they are in school every day possible, check school database for assignments and grade updates, be aware of their child's extracurricular time and activities, stay informed about their child's education by reading all communications from the school and responding appropriately.

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

The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment includes: provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the state standards, hold annual parent-teacher conferences, and provide parents with access to student progress updates. New building based Instructional Coaching will help teachers with curriculum and instructional support.

- 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
  - 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.
Section 1116 (e)(1)

Describe plans to provide assistance.

During parent involvement events, parents are given training periodically on the online database to access their students' information and given strategies on how to effectively communicate with educators. Home-visit is another way of helping parents understand curriculum, student progress, ways to help their child. District Parent Academy allows parents to attend sessions on various topics such as college finance, homework assistance, and along with other topics.

☑ 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.

At the beginning of the school year, parents will be provided a list of dates and times to review the various curriculums that are being used by the staff. We will also advise parents about possible dates for training on major assessments and tools that are used throughout the school. Provide three family engagement events other than open house and parent teacher conferences.

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.

Teachers learn techniques to work with parent via mentoring, professional developments, and practice thru phone calls and parent/teacher conference.

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.

Every school event ties in to the overall mission of increased parental involvement.

☑ 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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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.

Date of Needs Assessment

4/28/2022

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

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

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

**Strengths:**
Demographics are summarized via enrollment and survey forms. The forms show a multicultural environment along with diversity in economics.

**Weaknesses:**
Student attendance.
Parents reviewing attendance and Progress.

Indicate needs related to strengths and weaknesses:
Communication with parents about their students' attendance, meeting with parents and students on student attendance. Educating parents on database to review attendance and progress. Implemented a new Student information System in 2020-2021

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

**Strengths:**

```
Annual progress on NWEA in Math and ELA along with other software such as MyOn give progress in subjects throughout the year.
```

**Weaknesses:**

```
Annual progress on NWEA in Science, independent reading
```

Indicate needs related to strengths and weaknesses:

```
Independent Reading practice, the need for intervention in science. Curriculum based assessment and district based assessment. First year for MYON to list of progress software. Library is expanding to provide more diverse reading material to inspire students to read.
```

**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:**
ELA and Math, technology integration into curriculum
With Covid, every student had a Chromebook.

Weaknesses:

Project based learning and new curriculum updates

Indicate needs related to strengths and weaknesses:

PD will be provided on small-group implementation and the curriculum.
Curriculum coaches have been provide training on PBL.
New District curriculum training will be provided in June 2021.

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:

Multi-certified staff. District tuition assistance along with certifications assistance.

Weaknesses:
Lack of candidate pool for core and specialized subjects.

Indicate needs related to strengths and weaknesses:

More job fairs and connections with local universities will be helpful. With COVID, some teachers with school age children are choosing to return to the home lowering the candidate pool.

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:

Home Visits, parent teacher conferences, parent events, graduation-promotion ceremonies.

Weaknesses:

Parent use of the database.

Indicate needs related to strengths and weaknesses:
Quarterly training on the database through PT conferences or parents events.

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:

Positive School Climate, teacher collaboration

Weaknesses:

Supporting staff on student issues may be an area of improvement.

Indicate needs related to strengths and weaknesses:

Professional development on differentiation and classroom management with larger class sizes.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intervention</td>
</tr>
<tr>
<td>2</td>
<td>Emotional Competence training for students and staff</td>
</tr>
</tbody>
</table>

Schoolwide Program  Hide

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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)

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

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) |
|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | ☑ Math |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 | ☑ Reading |   |   |   |   |   |   |   |   |   |   |   |   |   |
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

<table>
<thead>
<tr>
<th>Instructional personnel</th>
<th>Teachers</th>
<th>Paraprofessionals</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Reading</td>
<td>☑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental English Language Arts</td>
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<tr>
<td>Supplemental Mathematics</td>
<td>☑</td>
<td></td>
<td></td>
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<tr>
<td>Supplemental Science</td>
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<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Class size reduction

☐ Grade Levels
☐ Reading Instruction Only
✓ 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

Tutoring offers students supplemental instruction.

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

Description of how strategy/strategies will strengthen

AP Classes
Dual Credit Classes

✓ 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
Dual Credit classes and AP Classes are offered. Technology and software enrich and accelerate curriculum.

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

- Testing throughout the years gives feed back on students progress.
- Mid-term progress reports.
- Parent/teacher conference provide interaction between school and parents to identify student's progress and needs.

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
Career Fairs and college visits are given.

☑ 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

Professional Development either in-house or outside resources.
Instructional coaches assistance and evaluation for further Professional Development.

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

Describe activities

Professional Development is offered to staff.
Job Fairs are attended to recruit.
Continued education assistance to masters degree and added certification.

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

Describe activities
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**

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