1985 FRONTIER STEM HIGH SCHOOL

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.


☑️ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*
POLICY INVOLVEMENT

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
  - To inform parents of their school's participation in the Title I.A program
  - To explain the requirements of Title I.A
  - To explain the right of parents to be involved.
    *Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [ ] Transportation
  - [ ] Child care
  - [ ] Home visits
  - [ ] Funds will not be utilized for these purposes
    *Section 1116 (c)(2)*

The school involves parents in an organized, ongoing, and timely way:

- [ ] In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

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

Parents are involved in the planning, review, and improvement of the Title I.A programs and/or schoolwide program plan through PTO, surveys, open door policy, social media, school reach message.

- [ ] In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.
Parents are involved in the planning, review, and improvement of the school parent and family engagement policy: surveys, PTO, staff phone calls, and parent letters. Parents who miss Title programs may view them on the school website. Comments may be sent via email.

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.

Parents are provided information about the Title I.A programs through social media, newsletters, orientation, staff phone calls, parent/student handbook, and Back to School Night. Parents who miss Title programs may view them on the school website. Comments may be sent via email.

- 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.

A description and explanation of the curriculum, academic assessments, and EOC/ACT achievement levels is provided through the Student-Parent Handbook. Information is also provided at parent meetings described above.

- 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
  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.

Parents are provided with student login information to access their student's 
educational progress and data through the following ways: Back to School Night, 
Parent-Teacher Conferences, Student/Parent Handbook, Newsletters, and Home 
Visits.

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.

Parents will receive username/login information for academic resources for their 
students.
Parent Academy give parents training in a variety of topics including how to help 
their child with homework.

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.

School personnel will be educated regarding working with parents including 
professional development opportunities, PTO, Parent-Teacher Conferences, Back to 
School Night, instructional coaching, and mentoring.

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.

The following programs and activities will be planned and coordinated to the extent feasible to encourage and support parents in more fully participating in the education of their children: student orientation, leadership programs and counseling programs, Parent Academy, Parent Teacher Conferences, Field trips to colleges are a few. Title III provides Adult English instruction, and translators to enable parents to better communicate.

☑ 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

4/22/2022

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

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

✔ Enrollment (Required)
✔ Grade level (Required)
Summarize the analysis of data regarding **student demographics**:

**Strengths:**

The student population is very diverse, both multiculturally and socioeconomically. Academic performance is above other schools within the region.

**Weaknesses:**

Student attendance is low.

Indicate needs related to strengths and weaknesses:

Continuously sent out communication about the importance of attending school through social media, and newsletters and how it affects high school credit and graduating on time. Conducted several parent meetings to address this concern, met with families one on one to discuss attendance issues. Also created an attendance incentive program.

**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:
Including but not limited to NWEA, EOC, ACT, MYON, and ALEKS programs. All Students take the ACT mock and actual test. Graduation rate in 2019 was 89.69-higher than state.

Summarize the analysis of data regarding student achievement:

Strengths:
Increased scores in 2019 in ELA and Math
Graduation rate in 2019 was 89.69-higher than state.

Weaknesses:
Need more resources to better prepare for the State Assessment.

Indicate needs related to strengths and weaknesses:
Utilize more core subject tutoring and Saturday School. Run Intervention Tool more efficiently. Building level instructional coach established. Continue replacing laptops and tablets with chrome books.

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:**

> All instructional staff were provided training on curriculum. Curriculum revised and published as needed.  
> Dedicated building instructional coach added 2019-2020 instead of Grade/content coach.

**Weaknesses:**

> Curriculum and pacing guidelines are still relatively new to the teachers. There is more training necessary.

**Indicate needs related to strengths and weaknesses:**

> Additional professional development training still needed as curriculum updates. Building instructional coach makes them more available to staff.

**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:**
All staff members/teachers appropriately certified in the area they teach.

Weaknesses:

Applicant pool is still small.

Indicate needs related to strengths and weaknesses:

Continue with job fairs and promoting benefits to potential staff.

**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:

High participation at parent/teacher conferences.

Weaknesses:
Low parent attendance at academic meetings and other school events.
Low response to surveys, mostly with Survey Monkey.
If the student does not want to attend, parents will not attend either.

Indicate needs related to strengths and weaknesses:

Provide hard copies of surveys for parents.
Researching a venue for activities and revisiting activities presented.
Continue to advance PTO for the school with parents as leaders.

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 culture.
A detailed analysis of data regarding school context and organization is in the Student/Parent Handbook

Weaknesses:

Educating parents on what this means for our district
Indicate needs related to strengths and weaknesses:

A hard copy of the student/parent handbook will be provided to parents upon request. Copy of student/parent handbook is always online.

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

|   | More Core Subject Tutoring. |

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

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<th>Subject areas and grade levels to be served (mark all that apply)</th>
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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
  - Saturday School

### Instructional personnel

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<th>Paraprofessionals</th>
<th>Others</th>
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<td>Supplemental English Language Arts</td>
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<td>Supplemental Mathematics</td>
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Class size reduction

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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 supplemental instruction and aide.
Saturday school as additional instruction time.
Software testing to evaluate status

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

Description of how strategy/strategies will strengthen
AP classes
Dual Credit
After school clubs in Solar, rocketry, biology, and other sciences.
Uses of technology and online software to promote and strengthen classroom instruction.

- Increase the amount of learning time
  - [ ] Extended school year
  - [x] Before-and/or after-school programs
  - [ ] Summer program
  - [x] Other
    - Saturday school

- Help provide an enriched and accelerated curriculum

  Description of how strategy will provide
  - Dual Credit classes in forms of career and education pursuits
  - 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)

- [x] 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 using a variety of software throughout the year gives feedback on students progress.
  - Mid-term progress reports.
  - Parent/teacher conferences provide interaction between school and parents to identify students 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

- **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
Peer mentoring program
Professional Development via in-house and outside resources.
Building instructional coach assistance and evaluation for further Professional Development.

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

Describe activities
Recruitment form University Job Fairs.
Continued education assistance to masters degree and added certification.
Diverse Professional Development via in-house and outside resources.

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

Describe activities

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**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.