

CARL JUNCTION INTERMEDIATE TITLE I BUILDING PLAN

School, Parent and Family Engagement Policy

Carl Junction Intermediate participates in a Schoolwide Title I.A. program. This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, included parents of migrant and ELL children. Parents are invited to participate on the School Improvement Committee. The plan is developed and reviewed by the School Improvement Committee. Parents are also invited to participate in the Annual Review of Federal Programs.

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.

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., and to explain the right of parents to be involved.

The school offers a flexible number of meetings.

Timely information about the Title I.A. program is shared with parents during orientation in August and back to school parent nights. Parents are also invited to attend monthly parent nights that are done in conjunction with family library nights.

Assessments given for both state and district are explained to parents during parent nights as well as during the school improvement committee meetings. A letter is also mailed home to parents explaining results for state testing when that information becomes available.

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.

The school-parent compact will describe ways all parents will be responsible for supporting their children's learning:

1. See that my child is on time and attends school regularly.
2. Set a time for homework and review homework regularly.

3. Praise my child's efforts and answer his/her questions.
4. Read with my child and let my child see me read.
5. Attend Parent Teacher Conferences as needed or requested.
6. Insist that my child abide by and support the teachers, schools, and districts' discipline plans.
7. I will not burden my child with emotions and problems he/she is not equipped to deal with, remembering that I am the parent and he/she is the child.
8. I will learn and practice The Bulldog Code of Conduct with my child. I am Bulldog. I am Responsible. I am Respectful. I am Safe

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

1. Make lessons challenging and exciting to the learner.
2. Regularly communicate with parents on their child's progress.
3. Use special activities to make learning fun.
4. Take into account individual strengths of the child.
5. Provide a safe, positive, and healthy learning environment.
6. Respect the cultural differences of students and their families.
7. Teach and model The Bulldog Code of Conduct.
8. Be accessible to parents through phone call, email, or person-to-person meetings before, during, or after school
9. Provide parents opportunities to participate in their child's class and to observe classroom activities such as listening to children read, helping with classroom decorations, art projects, presenting a program on your culture or a different country, and assist with holiday programs, parties, educational fieldtrips, etc

The compact 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

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

Letters are sent home explaining state assessments. Information is shared at orientation in August, through monthly newsletters, and at parent teacher conferences.

Parent nights are held to help parents assist their child in the areas of math, communication arts, and technology.

Back to school inservice training is held to educate school personnel regarding working with parents.

Comprehensive Needs Assessment

On May 7, 2019, a comprehensive needs assessment of the school was conducted. The needs assessment included analysis of the achievement of students in relation to the Missouri Learning Standards.

Needs Assessment: School Profile

The following data regarding student demographics was collected, retained, and analyzed: Enrollment, grade level, ethnicity, attendance, mobility, socioeconomic status, discipline, and limited English proficiency.

Strengths: Enrollment is steady, low percentage of free and reduced lunch, attendance is at or above 90 percent. 76% of students have 0 or 1 referral.

Weaknesses: Low percentage of ethnic diversity. Need to improve interventions for students who have 9 or more discipline referrals.

Needs: Need to continue to improve interventions for students with 9 or more referrals. This is being addressed by utilizing BIST.

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)

Strengths: At or above the state in multiple tested areas.

Weaknesses: Low growth in fourth grade ELA and Math. Low growth in sixth grade ELA. Continue to increase growth in ELA and Math. Weaknesses due to school closures for COVID19 to be determined Fall 2020.

Needs: Improve instruction in ELA and math. Utilize benchmark testing to determine weaknesses in student learning due to COVID19.

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

Strengths: Learning expectations, instructional technology, instructional materials.

Weaknesses: While Guided Reading has shown improvement, there is still need for more growth in ELA. Growth in math has gone down.

Needs: We began a pilot of a new math program for the 19/20 school year. The curriculum committee will determine which program to utilize for the 20-21 school year. Continue to work on improvement in ELA and Math through PLC meetings. Implementation of Standards Referenced Grading.

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

Strengths: Support staff, mentoring program, PLC meetings, professional development

Weaknesses: Low diversity among staff demographics.

Needs: Increase diversity among 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

Strengths: Communication with parents, health services

Weaknesses: Low attendance of parent activities in the evening.

Needs: Continue to offer activities that involve parents in the evenings.

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

Strengths: School mission and vision, school climate.

Weaknesses: Student discipline

Needs: Our number of students with 9 or more referrals was declining. It is undetermined how many we would have had since school was closed. Continue to decrease the number of students with 9 or more referrals. Begin to work on decreasing the number of students in Tier 2 for discipline.

Needs Assessment: Identifying Priorities

Prioritized needs: Improvement of ELA scores, improvement of Math scores, decrease the number of students with 9 or more referrals, and increase the number of students with 0-1 referrals.

Schoolwide Program

The following strategies will be implemented to address prioritized school needs:
Supplemental instruction in the areas of Math and English Language Arts, Professional Learning Communities, Schoolwide Positive Behavior Support, and Response to Intervention.

Delivery of supplemental instruction services will include pull out/resource classroom and push in/regular classroom.

Strategies will address gaps students have in learning and gives students specific strategies to be successful.

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include: LLI Reading Interventions, small group instruction.

Activities include: Improving students' skills outside the academic subject areas, implement a schoolwide a school, 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, third party contract).