



District/LEA: 096-111 RIVERVIEW GARDENS Year: 2023-2024

Funding Application: Plan - School Level - 5000 LEMASTERS ELEM. Version: Initial Status: Created

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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School, Parent And Family Engagement Policy [Hide](#)

5000 LEMASTERS 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.

Lemasters Elementary utilizes the following for parental agreement: Advanced Questionnaire- Provided yearly to parents, students, and staff for feedback
 PTO- Meets monthly on the 1st Tuesday.
 Parent compact- Received and signed by parents during Open House
 Monthly Parent Newsletter

- 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 will meet regularly to improve, plan, and review the Title I.A schoolwide program during Title I meetings. Parents are encouraged to attend the regularly scheduled PTO meetings where the agenda is set ahead of time. Parents are notified of the meeting agenda through the monthly newsletter and flyers.

- 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 will meet regularly to improve, plan, and review the school parent and family engagement policy during the Title I meetings. Parents are given a voice of input through monthly PTO meetings. Here, parents' voices are heard and acknowledged. The principal is in attendance during PTO meetings to answer questions and collaborate with all parents.

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.

Monthly newsletters are sent home with the scholars. Parent communication is sent home through flyers and emails. The RemindApp is used to send text messages to parents and families regarding Title 1.A programming.

- 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.

Lemasters Elementary hosts an Open House/Meet the Teacher Night where parents have the opportunity to learn about the curriculum and instructional practices taking place in their scholars' classrooms. Parent Teacher Conferences are held twice a year and teachers are available for conferences daily during plan times. Lemasters' hosts Curriculum Nights for Science, ELA, and Math.

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)*

All parents are responsible for supporting their children's learning in the following ways: See that their child attends school regularly and on time; Encourage their child to read at home; Communicate with their child's teacher/s regularly; Establish a specific time and place for homework/study; Review homework assignments daily; Be involved in their child's learning; Support the efforts of the school to maintain proper discipline; Stay informed about their child's education by reading all communications from the school and responding appropriately.

Parents may support their scholars through assisting with homework, reading to their scholar's grades K-2 and allowing 3rd - 5th graders to read to them, and attending regularly scheduled meetings and events. Attendance plays a huge role in the academic success of all scholars so ensuring students are present each day and on time is vital.

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

Provide a high-quality curriculum and instruction in a supportive and effective environment that enables children to meet the Show-Me-Standards; Hold semi-annual parent-teacher conferences; Provide parents with frequent reports on their child's progress; Be accessible to parents; Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Lemasters Elementary will provide effective professional development that is rooted in research-based strategies. The building principal and instructional coach will conduct weekly classroom observations.

- 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.

Lemasters Elementary hosts Curriculum Nights for each of the core subject areas. Parent-Teacher Conferences are held twice a year, and parents may schedule conferences during teachers' plan times for additional assistance. The Title 1 Open House Meeting is held every September and the Title 1 process, school data, and building curriculum is shared.

- 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.

Teachers utilize classroom DOJO which allows parents and teachers to text through the application. Parents may text the teachers with any questions regarding strategies and methods to support their scholars. A portion of every PTO meeting is reserved for training and parent development.

- 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.

During back to school professional development, teachers will undergo PD that trains the staff on how to effectively communicate with all parents. This PD will continue throughout the school year.

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.

Lemasters Elementary partners with various agencies such as the Little Bit Foundation, and Youth In Need. Additionally, classes have been offered in support of Anti Bullying for all 5th grade scholars.

- 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 [Hide](#)

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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

2/18/2022

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:

All of the classrooms at Lemasters Elementary are at or below the recommended state classroom size limits. Classrooms with increased enrollment are supported by instructional aides. Building Enrollment is down from the previous year.

Weaknesses:

Physical altercations continue to be the leading cause for suspensions. Due to the high mobility and disruptive behaviors leading to suspension, the building's YTD attendance declined.

Indicate needs related to strengths and weaknesses:

Additional resources need to be identified for monitoring daily attendance. Outside agencies could provide additional support for our scholars who need to learn better ways of handling conflict. Teachers could benefit from additional de-escalation PD.

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:

Across all grade levels, some scholars showed improvement from Pre tests to Post tests. The scholars have developed the stamina to keep their momentum despite the test complexity and length. ELA continues to be the leading subject for substantial student growth, despite disparities in reading abilities

Weaknesses:

While each individual grade level had some substantial growth, little continuity is seen across grade level teams. There is a disconnect between the teachers of classrooms with scholars who have mastered the material and the teachers in classrooms with scholars who still struggle to display mastery. Math continues to be a struggle for the majority of the scholars across all testing grades.

Indicate needs related to strengths and weaknesses:

Additional PD on the proper protocol for PLC needs to be revisited. Data teams may need to be restructured in such a way that strategies are shared and explained prior to teaching. Guided math PD is necessary to ensure all of the components of math workshop model are implemented.

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:

Curriculum: The implantation of the online curriculum allowed more continuity between each classroom across the building and district. The pacing guide allowed teachers to spend an adequate amount of time on each standard or skill.
Instruction: Due to the implementation of the workshop model and identifying priority standards, lower performing scholars did see substantial growth and improvement.

Weaknesses:

Curriculum: There was a great deal of PD necessary for the new staff. Many teachers were not familiar with how to access all of the features of the curriculum. Instruction: Although lower performing scholars improved substantially, their improvement was still in the below basic and basic range.

Indicate needs related to strengths and weaknesses:

The curriculum assessments need to be tweaked in order to ensure alignment.

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:

There were 6 certified teachers in the building. Several long term guest teachers are furthering their education and are enrolled in masters programs.

Weaknesses:

*Long Term Substitutes in classrooms
 *Salary increases but still not competitive
 *Unable to sustain certified staff

Indicate needs related to strengths and weaknesses:

A issue with securing highly qualified staff has been the lack of candidates applying within the Talent Ed hiring system. Additional avenues for attracting candidates such as Indeed and Ed Weekly have been used.

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:

Parents participation is high for events such as awards ceremonies and promotions. Parents who cannot attend conferences call or schedule make-up visits. Many of the community aldermen and alderwomen stop by the building to check in and often interact with the parents during pickup and drop off. Parents attend regularly scheduled PTO meetings once a month.

Weaknesses:

While parent participation continues to increase during awards and promotion ceremonies, it continues to decline during curriculum nights. While parents are interested in attending PTO, very few are interested in leadership roles (president, vice president, secretary).

Indicate needs related to strengths and weaknesses:

Parents need more of an incentive to take on leadership roles within the PTO. Parents need to see the benefit of attending the academic events. Special recognition awards could be given out during curriculum nights to draw in more parents and families.

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:

Parents, students, and staff all hear and see the school's mission and vision are in progress daily through hallway posters, morning announcements, assemblies, and newsletters. The staff at Lemasters worked to beautify the school through updating bulletin board regularly with bright and exciting colors and themes.

Weaknesses:

While parents, students, and staff hear and see the mission and vision statements on a regular basis, this is still a work in progress.

Indicate needs related to strengths and weaknesses:

Adding a PBIS specialist could assist with building school culture. The mission and vision is being redeveloped with the parents during PTO meetings and with the staff during Late Start PD.

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

- | | |
|---|---|
| 1 | 1. Behavioral Interventions that support scholars both diagnosed and undiagnosed with trauma related illnesses |
| 2 | 2. Attendance incentives that promote and encourage healthy attendance habits and persuade parents to get their scholars to school every day on time. |

3. Workshop Model in English Language Arts and Mathematics that allow scholars to work on their individual grade levels and progress as often as necessary.

District/LEA Comments

DESE Comments

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