



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

**Funding Application:** Plan - School Level - 6040 MOLINE 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](#)

## 6040 MOLINE 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.

Monthly parent meetings, student/family handbook.

- 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. Regular parent surveys will offer feedback on various programs.

- 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.

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.

The school will host a title I planning meeting at the beginning of the year.

- 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.

The school will host an open house where parents will meet the classroom teacher and learn about curriculum and assignments. ELA and Math curriculum nights will be held. Quarterly school wide data will be shared in school newsletters.

- 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.

- 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.

- 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.

Monthly parent meetings and newsletters  
Open houses  
Curriculum nights  
Special events

- 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 resources from the classroom teacher throughout the year.

- 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 will be engaged in development prior to school that addresses working with parents.

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.

As a school we will partner with outside agencies and businesses to provide students and families with additional support.

- 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](#)

## 6040 MOLINE ELEM.

### 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

8/31/2022

## 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:

Decrease in OSS over the course of 3 past years. Increase in attendance. The ethnicity and socio economic status of community consistent. School safety, school culture, celebrations of achievements.

Weaknesses:

Increase number of OSS during this same time period. Our attendance fluctuates throughout the school year. We have a high concentration of students with chronic health issues such as asthma.

Indicate needs related to strengths and weaknesses:

WE need to revise our school plan to address attendance concerns and socio emotional concerns. Positive incentives for attendance and behavior and programs to promote physical wellness and health.

## 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:

MPI scores increased in ELA and Math (double digits in all grades and content areas)  
 Student testing in proficient and advanced range increased across 4 years

Weaknesses:

Most students score basic and below basic on MAP in all tested areas.  
 Student attendance concerns impact achievement

Indicate needs related to strengths and weaknesses:

Improved common instructional practices  
 Creation, use and analysis of common formative assessments  
 Collaboration with SSD to improve outcomes for students with IEPs  
 Refinement of the school's data team process and professional growth (observation, feedback, evaluation and coaching) structure to better support teacher learning  
 Concerned initiative focused on attendance.

## 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:

Teachers use a district level curriculum  
 Common scope and sequence  
 Shared set of high impact strategies  
 Use of phonemic awareness/phonics resources to provide Tier 1 and 3 interventions

Weaknesses:

Lack of formative assessments to inform instruction  
 Disconnect between district curriculum & district resources  
 Inconsistent implementation of high impact strategies

Indicate needs related to strengths and weaknesses:

Improved common instructional practices  
 Creation, use and analysis of common formative assessments  
 Collaboration with SSD to improve outcomes for students with IEPs  
 Refinement of professional growth (observation, feedback, evaluation and coaching) structure to better support teacher learning

### 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:

100% certified staff  
 Weekly professional development on Wednesdays  
 Collaboration with Solution Tree

Weaknesses:

Lack of knowledge of instructional strategies to engage students  
 Lack of formative assessments to inform instruction  
 Struggles with classroom management/social emotional support for students

Indicate needs related to strengths and weaknesses:



Development and professional learning around a core set of instructional strategies throughout the building  
 Creation, use and analysis of common formative assessments  
 Collaborative professional growth plans  
 Focused strategies related to building culture (with staff and between staff and students) to support working with students exposed/experiencing trauma

## 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:

Support from outside organizations provide food, clothing, and other assistance to families  
 Many families desire to be involved  
 Collaboration with Girls on the Run for student leadership and learning experiences

Weaknesses:

No structure for parent involvement (PTO, PTA, etc)  
 Challenges with some parents complying with policies and expectations  
 Little to no involvement with some families  
 Student attendance

Indicate needs related to strengths and weaknesses:

Development of a parent organization  
 Frequent opportunities for parents to be involved at school  
 Parent support information offered to help families know how to improve learning at home, with a focus on attendance

## 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:

Many programs and resources in place to create enthusiasm  
 Staff interest in supporting programs  
 Collaboration with SSD offers additional supports  
 Collaboration with Solution Tree

Weaknesses:

Lack of vision and aligned practices to the common vision  
 Disconnect between district instructional leadership and building leadership can create frustration for staff, resulting in stifled professional growth

Indicate needs related to strengths and weaknesses:

Revised school vision/mission (as needed)  
 Continued efforts in improving school culture (staff/student, staff/staff, staff/district)  
 Long-range plan to promote and sustain vision in order to improve adult learning and student achievement

**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 Improve positive school culture to support teachers in effectively working with students in trauma

- 2 As a result of the needs assessment, Moline will use the supplemental reading teacher to assist with the development of ongoing professional learning around a core set of instructional strategies, including the use of technology-understanding Lexile levels-correlation of running records, to support student achievement
- 3 Establish initiatives to encourage improved attendance (staff and students).
- 4 Provide increased opportunities for parental involvement in the school

**District/LEA Comments**

**DESE Comments**

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