



District/LEA: 068-073 TIPTON R-VI Year: 2023-2024

Funding Application: Plan - LEA Parent and Family Engagement Version: Initial Status: Submitted

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

ESEA Plan Home Print Cancel Print Mode

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

- The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

- The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children. Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

Parents are participants and offer feedback at parent literacy and numeracy nights and through our PTO. In addition, information is given and feedback is taken during parent-teacher conferences. All parents are also invited to participate in our Title Programs Advisory Committee.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

All parents are invited to open house and to attend a school reading and math meeting, information is provided in writing and feedback is welcome. Written information is provided at this meeting. In addition, any student that receives additional tutoring or assistance in reading and/or math with a Title I teacher or teacher aide is notified.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

Parents are provided this information in writing, in person and via phone.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement Section 1116(a)(2)

- The LEA involves parents and family members in jointly developing the local educational agency plan Section 1116 (a)(2)(A)

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Our elementary school holds PTO meetings and family reading and math nights for parents to inform them and welcome them into the educational process concerning literacy and numeracy. We involve middle school parents through the back-to-school informational meeting in August. Input is also solicited from all parents through the parent/teacher conferences during the school year.

Check all that apply:

- No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
The LEA will involve parents and family members in the development of Comprehensive Accountability Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)
The LEA will involve parents and family members in the development of Targeted Accountability Plans. Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)

Capacity Building

- The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

Our local PTO holds monthly meetings and provides feedback. We also invite parents into our school for special family events including grandparents day, donuts for dad, and muffins for mom. Further we have developed partnerships with local business leaders and hosted a career explorations fair for grades K-5 and a career exploration seminar with local professionals for grades 6-8. We also do 4-Week Grade Checks for grades 6-8 and personally contact parents regarding questions, brainstorming, resources, and recommendations to address lower than expected performance.

Coordination & Integration

- The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)*

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- 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)

Other Acts

- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- State and Local Funds
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

We have developed regular communication with parents regarding literacy and numeracy intervention. We offer after school tutoring for grades 3-5 and grades 6-8 which is well-attended. Our use of title funding has allowed for tiers of intervention and enrichment which is communicated to parents and we regularly seek parent partnerships regarding student participation.

Special Education teachers and regular education teachers are all participating in training to enhance their literacy and numeracy instruction and working with instructional coaches funded by Title funds.

Annual Evaluation

- The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

Describe annual evaluation

We have two Title I coordinators that actively seek the input of family members and plan two family literacy and numeracy nights per year and evaluate our program. We conduct an annual parent survey in the spring to gather input from parents about the effectiveness of the program and suggestions for improvement. The Title Programs Advisory Committee reviews this data and makes recommendations.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

We regularly communicate with all parents about student achievement. Credit recovery and targeted tutoring is provided to upper elementary and middle school students who are at risk of failing a class. In general, students from disadvantaged backgrounds have been part of these programs and our teachers communicate directly with parents via electronic, written and phone methods to involve them.

- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

We communicate via our family reading and math nights and via phone and electronic means. In addition, we set reading goals with all elementary students and reward and recognize success. All parents are given access to their child's progress and our family reading and math nights provide feedback, strategies and demonstrations by teachers to assist parents.

- Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

We have invested in training for teachers in high yield reading and math strategies and structures. Teachers attended reading and math training throughout the past school years and have an on-going plan to implement reading and writing workshop as well as Ready Math. We use i-Ready as a means of providing personalized learning opportunities to students and on-going communication with parents. All teachers in grades K-5, special education, and Title I teachers will be participating in the Language Essentials for Reading and Spelling (LETRS) year-long training sponsored by DESE and classroom communication with parents will include ideas for parents to incorporate at home to support reading and writing.

- The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*
- The LEA will involve parents in the parent and family engagement activities of the Title I served schools (which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) *Section 1116 (a)(2)(F)*

District/LEA Comments

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DESE Comments

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