

MARIES R-1 Schools
2018-19
Title I
Parent Involvement Plan



Maries R-1
Parent Involvement Policy

Mission:

We are the E.A.G.L.E.S.!

Everyone Achieving Goals & Learning Expectations Successfully

Vision:

Watch us S.O.A.R.!

Success Opportunity Achievement Readiness

Values:

- 1. Focus on Learning – We believe all children can learn and take responsibility for their learning.**
- 2. Building a Collaborative Culture -- Working together we can achieve our collective purpose.**
- 3. Results Orientation – Timely use of formative assessment to measure student learning and make data informed decisions providing time and support necessary to ensure learning.**

PARENT INVOLVEMENT PLAN DEVELOPMENT STAKEHOLDERS

Mark Parker - Superintendent	Miranda Bock – First Grade Teacher
Joe Edwards – Director of Special Services	Melanie Rowden – First Grade Teacher
Shanda Snodgrass – Elementary Principal	Amber Schell – Second Grade Teacher
Alyssa Smith – Counselor	Rebekah Woody – Second Grade Teacher
Natalie Martin -- Counselor	Kaylee Hemingway – Third Grade Teacher
Mandy Mickem – Title I Reading	Rachel Hays – Third Grade Teacher
Amberly Schrader – Title 1 Reading	Chrissy Dixon – Fourth Grade Teacher
Joyce Honse – Title I Math	Sara Campbell – Fourth Grade Teacher
Ralf Trusty – Title I Math	Jennifer Freeman – Fifth Grade Teacher
Ellie Glick – Preschool Teacher	Tyler Karnes – Fifth Grade Teacher
Rachel Johnson – Kindergarten Teacher	
Lisa Swindell – Kindergarten Teacher	

ANNUAL MEETINGS FOR TITLE I PARENTS

A meeting for Title I parents will be held in August during Open House. At the meeting parents will be given information about the Title 1 Program and changes from the previous year will be highlighted. The Parent Involvement Plan will also be offered to parents and they will be given a chance to become involved in revisiting the policy. Volunteers are appreciated. Other meetings will be held throughout the year with parent input as well.

TITLE I GOVERNANCE

The Maries R-1 Title Program follows the federal and state rules, regulations, and laws governing Federal programs. The Title I program is also governed by Maries R-1 Policy Regulations.



STUDENT/PARENT/SCHOOL COMPACT

The compact information is included:

Section 1- Strategies for Communication

Section 2- Shared Responsibilities for Student Academic Achievement: School-Parent Compact

Section 3- Building Capacity for Involvement

Section I

Strategies for Communication

Elementary building must:

- 1) Hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved.
 - *Family Night Title I Meetings*
- 2) Offer a flexible number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement.
 - *Back to School Open House*
 - *Family Night Title I Meetings*
- 3) Involve parents in an organized, ongoing, and timely manner, in planning, review, and improvement of programs under Title I, including the school parent involvement policy and the joint development of the school wide plan.
 - *School Improvement Parent Advisory Committee*
 - *Family Night Title I Meetings*
- 4) Provide parents:
 - *Timely information about Title I programs*
 - *A description and explanation of the curriculum used at school, the forms of assessment used to measure student progress, and the proficiency level's students are expected to meet*
 - *An interpretation of the school's annual performance report (APR)*
 - *When requested, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children and timely responses to the suggestions made by parents that have been offered at the meetings*
 - *Newsletters*
 - *STAR Scores*
 - *Reflex Scores*
 - *DRA Scores*
 - *Pre & Post Inventory Testing*

- *Family Night Title Meetings-Beginning of the Year meeting*
- *Parent-Teacher Conferences –semi-annually and as requested by parent or teacher*

5) Include comments from parents of participating children who find any aspect of the school wide plan unsatisfactory when it is submitted to the LEA.

Section 2

Shared Responsibilities for Student Academic Achievement

Section 3

Building Capacity for Involvement

Each building must:

- 1) Provide assistance to parents with such topics as: district goals and standards, the Map test and local assessments, understanding how to monitor a child's progress and knowing how to work with teachers to improve the performance of their child.
 - *Family Night Title Meetings- Beginning of the Year Meeting*
 - *Parent-Teacher Conferences*
- 2) Provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate to foster parent involvement.
 - *Newsletters*
 - *Parent-Teacher Conferences*
- 3) Educate, with parental assistance, all school personnel in valuing parent contributions; communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school.
 - *Grade Level Meetings*
- 4) Coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs, Public Library Reading Programs, Parents as Teachers, public preschool programs, and encourage and support parents in more fully participating in the education of their children.
 - *Summer Reading Programs*
 - *Family Nights-4 per year*
- 5) Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and language they can understand
 - *Newsletters*
 - *Friday Folder*
 - *School Text Messaging Service*
 - *School Web Page*

Maries R-1 Elementary
 Title I Services
 Home and School Involvement Compact

Statement of Purpose and Intent

Our school must share responsibility with parents for high student performance by developing a school-parent-student compact jointly with parents of children participating in the program. This compact will outline how parents, staff, and students will share responsibility and develop means for promoting high student achievement. Parents are urged to discuss the compact with their child before you and your child sign. Please leave this with your classroom teacher at Open House.

School Responsibilities

Maries R-1 Title I staff will:

1. **Provide high-quality curriculum instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
Best teaching practices will be offered through in-class, out-of-class, small group, and individual instruction. Curriculum and instruction will be based on research. Ongoing assessments and monitoring of students will be used to determine student needs and instructional methods.
2. **Hold parent-teacher conferences during which your child's progress will be discussed as it relates to the individual child's achievement.**
Fall and spring parent-teacher conferences will be provided (day and evening) for all parents and guardians.
3. **Provide parents with frequent reports on their child's progress.**
Title I progress reports are sent home four times a year. Phone calls are encouraged to answer questions or discuss concerns.
4. **Provide parents reasonable access to staff.**
In addition to the conferences and meetings mentioned above, staff, with prior notice, will be available from 8:00 – 8:30 each morning for parent contacts. Meetings are also frequently held after school to allow flexible time for parents to discuss student progress and educational needs.
5. **Provide parents opportunities to volunteer, participate in their child's class, attend Family Literacy events, and to observe class activities.**
The Title I program supervises policies for parent involvement and volunteer activities that support and encourage the involvement of families in their child's educational progress. Family Literacy events are planned twice a year and focus on celebrating the child's learning of literacy as well as educating and accommodating parents with activities in the home setting that are most conducive to reading and math achievement.

Parent Responsibilities

Parents are the child's first teachers. Parental support for both the child and the school is critical to their child's success at every step along the way. Parents are expected to support their child as follows:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring their child's computer activity, the amount of time their child watches television, plays video games, and other activities
- Volunteering in the child's classroom
- Participating in conferences and decisions relating to their child's education
- Staying informed by reading all notices from the school and district and responding as needed

Parent/Caregiver: I realize that my child's years are very important. I also understand that my participation in my child's education will help him/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make sure my child gets enough sleep each night and is well-fed
- Make sure my child is at school on time and attends regularly
- Go over my child's homework assignments
- Give my child a quiet place to study
- Spend at least 15 minutes each day reading with my child
- Attend Open House and parent-teacher conferences
- Participate in school activities by volunteering to an extent that is possible
-

Parent/Caregiver _____ Date _____

Student: I know my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

- * Listen to my teacher
- * Be responsible for my own behavior
- * Work to the best of my ability
- * Do my class work on time
- * Return corrected work and information to my parent/caregiver

Student _____ Date _____

Title I Teacher: I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities:

- * Treat each child with dignity and respect
- * Assure quality learning experiences
- * Address each child's individual educational needs
- * Provide accurate and timely reports on the child's progress
- * Be available to communicate with you about your child's progress
- * Provide parent awareness and training opportunities
- * Be available to parents for conferences and consultation

Title I Teacher _____ Date _____

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