



District/LEA: 115-115 ST. LOUIS CITY **Year:** 2025-2026

Funding Application: Plan - School Level - 4990 GEORGE WASHINGTON
CARVER ELEM **Version:** Initial **Status:** Returned to LEA

☒ Number

☐ Name

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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](#)

4990 GEORGE WASHINGTON CARVER 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.

Carver Elementary obtains Parent and Family engagement policies in a variety of ways that include:

1. Beginning of Year (BOY) Open House: This event provides an opportunity for parents to learn about the school's policies, including the parent and family engagement policy. It allows for direct communication and clarification of any concerns
2. BOY Family Robocalls: Utilizing technology to reach out to families ensures that all parents are informed about the school's policies, including the parent and family engagement policy. Robocalls serve as an accessible and efficient method for disseminating important information to parents.
3. During our annual Title 1.A parent meeting we share the parent school compact with families and obtain signatures from teachers, parents and the administrator. Additionally, we continue to share the compact and encourage input throughout the year via Parent Square and Focus and meetings.

☒ 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 are integral to the planning, review, and improvement of the Schoolwide plan through various channels. They typically participate in committees or councils where they contribute ideas, provide feedback on existing plans, and help shape future initiatives. Additionally, Carver often organizes regular meetings, surveys, and forums to gather parental input and ensure their voices are heard in the decision-making process. This collaborative approach fosters a sense of community ownership and ensures that the Schoolwide plan reflects the diverse needs and perspectives of all stakeholders, including parents.

- ☒ 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 play a crucial role in shaping and refining the school's parent and family engagement policy. They are involved in the planning process through active participation in meetings, surveys, and focus groups where their input is sought regarding the policy's content and implementation strategies. Additionally, parents contribute to the review process by providing feedback on the effectiveness of existing initiatives and suggesting areas for improvement. Their ongoing involvement ensures that the policy remains responsive to the diverse needs and preferences of families within the school community.

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.

Information about the Title I.A program is disseminated to parents and families in a timely manner through various channels such as newsletters, school websites, parent meetings, and informational sessions. Additionally, schools may utilize email, phone calls, and social media platforms to ensure that parents stay informed about the program's activities, resources, and opportunities for involvement

- ☒ 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.

Our school prioritizes transparent communication with parents and families regarding curriculum, assessments, and MAP achievement levels. We organize regular meetings, such as curriculum nights, information sessions, and Title 1.A meetings, where educators provide in-depth explanations of the curriculum's scope and sequence, highlighting key learning objectives and standards. For assessments, including MAP tests, we offer detailed explanations of their purpose, format, and how they inform instructional planning. This includes providing examples of assessment questions and explaining how scores are interpreted to gauge student progress and identify areas for growth.

- ☒ 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)*

SLPS Parents will support of academic achievement includes but may not be limited to the following.

- Make sure my child is in school every day possible and on time;
- Check that homework is completed including reading for 30 minutes per night;
- Monitor and limit screen time;
- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

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

Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

We will hold annual parent-teacher conferences in the fall and spring to:

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

Provide parents with frequent reports on their child's progress as follows:

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences

Be accessible to parents and offer them opportunities to provide input through:

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

- Listen to children read;
- Have an opportunity to become a room parent;
- Present a program on their culture, a different country, a special skill or career, etc.;
- Assist with programs or parties, educational trips,

☒ 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.

Missouri Learning Standards:
The school offers workshops, informational sessions, and resources to explain the Missouri Learning Standards, ensuring parents understand what their children are expected to learn at each grade level.

Missouri Assessment Program (MAP):
Parents receive guidance on the MAP assessments, including information on test formats, scores, and how to interpret results. The school may also organize workshops to help parents support their children in preparing for these assessments.

Local Assessments:
The school communicates details about local assessments, including their purpose, timing, and how results are used to gauge student progress. Parents are informed about opportunities to discuss these assessments with teachers and understand their child's performance.

Monitoring a Child's Progress:
Parents are provided with tools and strategies to monitor their child's academic progress, including access to online platforms where they can view grades, attendance, and teacher feedback. Additionally, the school offers parent-teacher conferences twice per year and progress reports quarterly to facilitate ongoing communication.

Working with Educators:
The school encourages and facilitates collaboration between parents and educators to enhance student achievement. This may involve setting up regular meetings with teachers, offering workshops on effective communication strategies, and providing resources for parental involvement in their child's learning journey.

- ☒ 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.

Our school provides materials and training opportunities to help parents work with their children to improve achievement through a variety of channels. This includes workshops, informational sessions, and online resources tailored to parents' needs and schedules. Additionally, we offer access to educational materials, such as reading lists, practice exercises, and educational games, to support learning at home. Our aim is to empower parents with the tools and knowledge they need to actively engage in their child's education and foster academic success.

- ☒ 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.

The school educates its personnel on the importance of parental contributions and collaboration through comprehensive training programs. These programs aim to highlight the value and utility of parental involvement in students' education. Teachers, specialized instructional support personnel, principals, and other leaders receive guidance on reaching out to parents, effective communication strategies, and fostering equal partnerships. This approach ensures that all staff members understand and appreciate the vital role parents play in supporting student success

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.

To foster parental involvement, our school plans to coordinate and integrate various programs and activities. We will establish parent resource centers that provide educational materials and tools to help parents support their children's learning at home. Additionally, we will offer workshops and training sessions on curriculum standards, assessments, and strategies for monitoring and supporting student progress. Title 1.A meetings will focus on engaging parents in their children's education and providing them with essential resources. Collaborative events, such as curriculum nights and family literacy nights, will involve parents in the learning process and allow interaction with teachers. We will also collaborate with local organizations to offer additional support and resources to families. Regular updates via newsletters, school websites, and social media will keep parents informed and engaged. Starting in the 2024-2025 school year, we will create a parent focus group to enhance involvement and gather feedback. By integrating these initiatives, we aim to support and encourage parents to actively participate in their children's education.

- ☒ 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)*

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District/LEA Comments

Teaching Methods Coaches are Academic Instructional Coaches (Elementary AICs pull-out .4FTE for Reading interventions--approved by DESE supervisor).
School Home Coordinators include: 36 Family Support Specialists, 7 PBIS, 1 Drop-Out Transition Specialist, 2 Turn-Around Interventionists.

DESE Comments

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