



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

Funding Application: Plan - School Level - 4970 NAHED CHAPMAN NEW AMERICAN ACA **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](#)

4970 NAHED CHAPMAN NEW AMERICAN ACA

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.

NCNAA distributes the Parent and Family Engagement Policy to all families at the beginning of the school year. parents are invited and participated in the Title 1.A Annual Evaluation to review and revise the Parent and Family Engagement Policy and requires a signed acknowledgment to confirm parent agreement and awareness. To support understanding and build trust, the school hosts family-focused events such as the monthly New Parent Orientations, Morning with the Counselor, Curriculum Nights, and this year we will host Pancakes with Parents. These events provide accessible opportunities to explain the policy in a welcoming setting, answer questions, and gather feedback. NCNAA also provides information and seeks feedback using the application Talking Points. This translates information to the families preferred language. By combining written consent with in-person engagement, NCNAA ensures families are informed, involved, and in agreement with the policy.

☒ 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.

NCNAA actively involves parents in the planning, review, and improvement of the Title I.A and Schoolwide Program Plan through a series of structured, accessible engagement opportunities throughout the year.* At the Annual Title I Meeting each fall, families receive an overview of the program's goals, use of funds, and family engagement initiatives. This meeting sets the stage for ongoing collaboration and feedback.

To ensure meaningful participation from all families-particularly those new to the country-NCNAA provides translated materials and schedules interpreters for all major parent events. Bilingual staff are also available to assist during individual meetings and conferences.

During both fall and spring Parent-Teacher Conferences, families are invited to complete surveys that collect input on the effectiveness of Title I services, family engagement efforts, and areas for schoolwide improvement.

A draft of the updated Schoolwide Program Plan is then shared with the School Planning Team, which includes parent representatives, for final feedback and approval. This intentional, language-accessible process ensures that all families-regardless of language or background-have multiple opportunities to shape and strengthen school 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.

NCNAA ensures that parents play an active role in shaping the Parent and Family Engagement Policy through a yearlong, inclusive feedback process that is responsive to the needs of our diverse, newcomer community. Each Spring, the policy is shared and reviewed during the Annual Title I Annual Evaluation Meeting. Materials are provided in multiple languages, and interpreters are available to ensure all families understand the purpose and content of the policy. To gather authentic input, NCNAA uses multiple formats-paper and digital surveys, focus groups, and open forums-offered during high-attendance events such as Fall and Spring Parent-Teacher Conferences and Family Nights. This ongoing, multi-access approach-combined with intentional outreach and translation supports-ensures that the engagement policy reflects family priorities and strengthens the school-home partnership that is critical for student success.

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.

At the start of the year, families are invited to attend the Opening of School Parent-Teacher Organization/Open House event and the Annual Title I.A Information Meeting, where they receive an overview of Title I services, schoolwide goals, funding allocations, and parent rights under ESSA. We also offer translated flyers, translated robo calls to families, and translated text messages via Talking Points.

To maintain transparency and keep families informed, NCNAA hosts fall and spring family meetings that include updates on how Title I resources are being used to support student achievement. During these sessions, staff share STAR Reading and Math data to report on academic progress and outline how interventions and instructional supports funded by Title I are improving student outcomes in ELA and Math.

- ☒ 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.

Curriculum, assessments, and MAP achievement levels are presented to parents and families during our Title I.A Information Meeting in the fall. Interpreters for some family languages are available to translate for our multilingual families.

We will continue to hold monthly New Family Orientation Meetings to provide information to new families on a needs basis as new families enroll.

- ☒ 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)*

NCNAA views parents as essential partners in student success and jointly develops the School-Parent Compact with families each year through input gathered during the Annual Title I Meeting, fall and spring family engagement events, and parent surveys. This compact is more than a compliance document-it is a shared commitment to high expectations and student achievement. The compact clearly outlines specific responsibilities for all parents, which are communicated at the beginning of the school year and revisited during parent-teacher conferences. Parents commit to:
The school supports parents in fulfilling these responsibilities by providing regular communication, translated materials, access to student data (including STAR and MAP), and family workshops that build capacity for home-based learning support.

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

At NCNAA, we take seriously our responsibility to provide all students with a high-quality education grounded in rigorous, standards-aligned instruction. Our school is committed to creating a supportive and effective learning environment where every child can meet or exceed Missouri's high academic standards.

We ensure this by:

- Implementing district-approved, research-based curriculum resources that are aligned to the Missouri Learning Standards. Teachers prioritize instruction around Grade-level priority standards, using pacing guides and assessments to ensure coherence across classrooms and subjects.
- Planning instruction that meets the diverse needs of our students, including multilingual learners, students with disabilities, and those performing below or above grade level. Lessons are designed to be culturally responsive, differentiated, and focused on student engagement and understanding.
- Utilizing assessment data-including STAR Reading and Math, formative assessments, and MAP results-to inform instruction and make timely adjustments that support academic growth.
- Providing ongoing, high-quality professional development for teachers and staff, focused on effective instructional strategies, the science of reading, and data-driven decision making.
- Maintaining a safe, welcoming, and inclusive school climate that promotes student well-being, supports positive behavior, and fosters strong relationships between staff, students, and families.

☒ 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.

NCNAA is committed to ensuring parents are informed partners in their child's learning. The school provides multiple opportunities throughout the year to help parents understand what their child is expected to learn, how progress is measured, and how they can support achievement at home. At the start of each quarter, teachers share unit overviews and priority standards with families to clearly communicate the learning goals for each content area. These overviews are discussed during Grade-Level Parent Nights and shared electronically, with translated versions and interpreter support provided as needed. This ensures all families are informed of the essential skills students are expected to master and how instruction aligns to the Missouri Learning Standards. Teachers are expected to proactively reach out to families-especially when there are academic or behavioral concerns-and work with parents to develop individualized plans to support student improvement. These plans may include strategies for home practice, additional supports, or tutoring services. To support continuous access, families are encouraged to sign up for the Focus Parent Portal, where they can monitor grades, assignments, attendance, and assessment data. Staff provide assistance to help parents download and use the platform on their mobile devices.

- ☒ 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.

NCNAA is committed to building the capacity of parents to support their children's academic success at home. The school provides targeted materials and training opportunities throughout the year to help families understand what students are learning and how they can reinforce key skills at home. At the beginning of the school year, parents receive a district assessment calendar outlining key testing windows, including STAR benchmarks and the Missouri Assessment Program (MAP). During Open House and the Annual Informational Title I Meeting, school leaders and staff introduce parents to key instructional priorities and provide materials that explain how to interpret assessment results, monitor progress, and engage in academic goal-setting with their child. At the school level, materials are provided to parents on an as-needed basis. The District ESOL Office facilitates quarterly meetings to provide materials and training to help all ELL families in the district improve achievement. Through these intentional supports, NCNAA ensures that families are not only informed but also empowered to actively support learning at home and contribute to their child's academic growth.

- ☒ 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.

NCNAA recognizes that strong school-family partnerships are essential to student success and is committed to educating all staff on how to effectively engage parents as equal partners in the educational process. With input from families and in collaboration with school leaders, NCNAA provides structured professional learning opportunities focused on building staff capacity to work with families in meaningful, respectful, and culturally responsive ways. Training for teachers, instructional support staff, and school leaders includes the following content:

- Understanding the value of family engagement and the impact of strong school-home partnerships on student achievement.
- Culturally responsive communication strategies that affirm the diversity of our newcomer community and promote trust and understanding.
- Techniques for effective two-way communication, including how to conduct productive parent-teacher conferences, communicate academic data clearly, and engage in collaborative goal setting.
- Strategies for involving parents in instruction, including sharing unit overviews, explaining priority standards, and supporting home-based learning routines.
- Best practices for involving parents in school decision-making, including participation in Title I meetings, surveys, and school planning teams.

This professional learning is embedded throughout the school year and delivered during:

- Monthly faculty meetings
- Professional Learning Communities (PLCs)
- Designated professional development days

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 further support family engagement, NCNAA will host monthly Parent Orientation Meetings throughout the school year. These sessions will focus on practical strategies, academic tools, and community connections to help families support their children's academic growth and well-being. Meetings will be held in accessible formats with interpretation services and translated materials provided. In addition, NCNAA maintains a Parent Resource Area with take-home materials, guides, and information about local supports, which is available to families year-round.

The social worker and school nurse work closely with families in need to provide resources from community partners (i.e. International Institute, Family Care Center, Affinia, Lifewise STL, House of Goods, Monarch Immigrant Services, Casa de Salud, and more)

- ☒ 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 [Show](#)

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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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