

District/LEA: 096-112 UNIVERSITY CITY Year: 2024-2025

Funding Application: Plan - School Level - 4060 BARBARA JORDAN ELEM. Version: Initial Status: Approved

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](#)

4060 BARBARA JORDAN 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.

The school seeks and obtains the agreement of parents to the parent and family engagement policy by:

- Sharing policy at two required Title I biannual meetings in the fall and in the spring
- Distributing, collecting, and analyzing parent survey data at the end of Title I. A sponsored Parent Involvement events
- Garnering feedback in the comments box on the school's Title I Parent and Family Engagement Policy on the District's web page
- Distributing, collecting, and analyzing annual LEA Title I parent surveys

- 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 involved in the planning, review, and improvement of the Title I.A program and Schoolwide program plan by providing feedback at the two required Title I biannual meetings in the fall and in the spring

- 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 are involved in the planning, review, and improvement of the School and Family Engagement Policy by providing feedback in the comments box on the District's web page and providing insights are the two required Title I biannual meetings in the fall and in the spring.

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 share information about Title I.A program at the two required Title I biannual meetings in the fall and in the spring

- 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 share curriculum, academic assessments and MAP achievement levels at the two required biannual meetings in the fall and spring and at Parent-Teacher Conferences: September 15 & 16, 2024 and February 12 & 13, 2025

- 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)*

We, as parents of the student(s) at Barbara C. Jordan Elementary School, will support our children's learning in the following ways:
Send your child to school ready to learn every day.
Help with attendance by decreasing early dismissals and late arrivals to school.
Encourage your child to read for pleasure at least 20 minutes every night.
Monitor homework and progress.
Ask your child to share at least one interesting thing learned at school each day.
Stay connected with your child's teacher.

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

SCHOOL RESPONSIBILITIES:

The staff at Barbara C. Jordan Elementary will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment. Student success is the goal for every student and faculty member at Barbara Jordan Elementary. We have an outstanding school where we believe that each child can and will grow to his/her full potential and become an independent learner through our dedication to high-quality, research-based best educational practices.

Hold parent-teacher conferences at least annually, during which the compact shall be discussed. Conferences are scheduled for September 25-26, 2024, and February 12-13, 2025

Provide parents with frequent reports on their child's progress. Specifically, Barbara C. Jordan Elementary will provide reports as follows:

MAP student assessment results will be summarized and sent home in a letter to all families at the beginning of the school year.

Student reports from testing companies will be explained during parent/teacher conferences.

Report cards will be distributed at the end of each quarter.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents. Parents may request a conference with a teacher at any time by contacting the classroom teacher to establish a time conducive for both the parents and the teacher.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

The staff at Barbara C. Jordan Elementary welcomes and encourages parent participation in our Title 1 Parent Involvement activities as well as other school-sponsored events.

We also encourage parents to volunteer and/or observe in their child's classroom.

Please alert the classroom teacher of your desire to do so and in collaboration with administration, dates and times will be established.

Parent communication is very important to the staff at Barbara C. Jordan Elementary School. Ensure regular two-way meaningful communication between family members and school staff and, in a language that the family members can understand. To this end, we will use a variety of communication strategies to make sure our parents are well-informed. Those strategies include SchoolReach, Peachjar, US Mail, and email. We also hire interpreters and translate documents as needed for parents whose first language is not English.

- 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.

The school will provide assistance by:
-Sharing information at the two required biannual meetings in the fall and spring
-Share information at Curriculum Night
-Interacting with parents at Parent/Teacher Conferences in the fall and spring and providing MAP data
-The School Website will have information about courses, curriculum, syllabi
-The SDUC Website - Curriculum and Instruction Tab will have information regarding curriculum and Assessments

- 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.

The school will provide materials and training through:
-Sharing information at the two required biannual meetings in the fall and spring
-Sharing information at Curriculum Night
-At Parent/Teacher Conferences - Fall/Spring - Teachers will share MAP Achievement data
-Through the SDUC Website - Curriculum and Instruction Tab will have information regarding curriculum and assessments
-Encouraging participation in family learning events where parents can learn strategies to support their child's learning at home such as Literacy Night, STEAM Expo
-Holding workshops connecting parents to tools and resources
-Providing resources on the school website

- 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.

Review and update school staff on communication procedures 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.

-The Kindergarten Transition program will introduce and acclimate incoming kindergarten students and parents to the elementary school
-The Sixth Grade Transition program will allow students and parents to understand the academic programs at the middle school level
-The Ninth Grade Transition students have specific tour dates, individualized course selection, and a "freshman only" first day and orientation day

- 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](#)

Schoolwide Program [Hide](#)

4060 BARBARA JORDAN ELEM.

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development

Team Member			
	Team Member Role	Team Member Name	
1	Parent	Tameka Cook	
2	Teacher	Michele Sanders	
3	Principal	Dorlita Adams	

Plan Development Meeting Dates			
	Meeting Date		
1	05/21/2024		

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A ▾	Rebecca Soriano	Coordinator of State and Fec
2	Title III EL ▾	Sandra Cox	EL Specialist/EL Facilitator
3	Title III Immigrant ▾	Sandra Cox	EL Specialist/EL Facilitator
4	Title IV.A ▾	Rebecca Soriano	Coordinator of State and Fec
5	Perkins Basic Grant - Secondary ▾	Susan Hill	Coordinator of Social Studies
6	McKinney-Vento ▾	Gary Spiller	Executive Director of Studen

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input type="checkbox"/> Reading	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input checked="" type="checkbox"/> English Language Arts	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel		Teachers	Paraprofessionals	Others	
Supplemental Reading		<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics		<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science		<input type="checkbox"/>	<input type="checkbox"/>		
1	Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Implement a rigorous and relevant Reading Foundation, with specific focus on writing instruction. (K-2)

Implement a rigorous and relevant Social Studies curriculum, with specific focus on writing instruction. (3-5)

Improve instructional practices by focusing teacher development and instructional feedback on meeting students' needs through differentiation with small group instruction.

Intentionally integrate SEL throughout the Pk-12 curriculum. Design and implement a comprehensive set of trauma-sensitive and restorative supports to better meet students' social, emotional and wellness needs and to better humanize and personalize students' learning experiences.

Effectively implement the policies, procedures, practices and supports needed to address racial and other biases to drive educational equity.

Launch high-quality adult learning structures and support, grounded in a scope and sequence that integrates learning related to all initiatives, as well as a focus on collaborative learning, curriculum and content internalization (including developing teachers and school leaders to meet the social, emotional and wellness needs of their students, including through high-quality professional learning focused on humanizing and personalizing classrooms and schools.)

Launch a comprehensive New Teacher Program that includes developing lead mentors in each building, and CLR coaching.

Continue to strengthen and expand communications and opportunities for parent/guardians to engage both in district and school-level decision making and better equip them to support their students' academic and social emotional learning at home

Focus on EL population in terms of professional development (SIOP), implementation of curricular materials for EL Specialists, and family involvement germane to EL families

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Implement a rigorous and relevant Reading Foundation, with specific focus on writing instruction. (K-2)

Implement a rigorous and relevant Social Studies curriculum, with specific focus on writing instruction. (3-5)

Improve instructional practices by focusing teacher development and instructional feedback on meeting students' needs through differentiation with small group instruction.

Intentionally integrate SEL throughout the Pk-12 curriculum. Design and implement a comprehensive set of trauma-sensitive and restorative supports to better meet students' social, emotional and wellness needs and to better humanize and personalize students' learning experiences.

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Continue to strengthen and expand communications and opportunities for parent/guardians to engage both in district and school-level decision making and better equip them to support their students' academic and social emotional learning at home

Focus on EL population in terms of professional development (SIOP), implementation of curricular materials for EL Specialists, and family involvement germane to EL families

- Increase the amount of learning time

- Extended school year
 Before-and/or after-school programs
 Summer program
 Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Implement a rigorous and relevant Reading Foundation, with specific focus on writing instruction. (K-2)

Implement a rigorous and relevant Social Studies curriculum, with specific focus on writing instruction. (3-5)

Improve instructional practices by focusing teacher development and instructional feedback on meeting students' needs through differentiation with small group instruction.

Intentionally integrate SEL throughout the Pk-12 curriculum. Design and implement a comprehensive set of trauma-sensitive and restorative supports to better meet students' social, emotional and wellness needs and to better humanize and personalize students' learning experiences.

Effectively implement the policies, procedures, practices and supports needed to address racial and other biases to drive educational equity.

Launch high-quality adult learning structures and support, grounded in a scope and sequence that integrates learning related to all initiatives, as well as a focus on collaborative learning, curriculum and content internalization (including developing teachers and school leaders to meet the social, emotional and wellness needs of their students, including through high-quality professional learning focused on humanizing and personalizing classrooms and schools.)

Launch a comprehensive New Teacher Program that includes developing lead mentors in each building, and CLR coaching.

Continue to strengthen and expand communications and opportunities for parent/guardians to engage both in district and school-level decision making and better equip them to support their students' academic and social emotional learning at home

Focus on EL population in terms of professional development (SIOP), implementation of curricular materials for EL Specialists, and family involvement germane to EL families

Activities will (mark all that apply)

Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools
 - Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services

- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

1st, 4th, and 5th grade teachers SIOP Training
 2nd, 3rd teachers Foundations
 K-5 Caring School Communities
 2nd grade Social Studies - Inquiry/Journeys
 K-5 MySci

- Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

- Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

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

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

DESE Comments