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

4160 DR. HENRY GIVENS JR. 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.

Meetings and surveys; Reading and Math nights. Agreements are provided through parent meetings and signing the parent compacts.

☑ 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.

Meetings, Surveys and meeting with Leadership Team.

Two meeting are held each year. There is a fall meeting and a spring meeting where parents, staff and administrators meet to review, make changes and/or updated the current plan.

☑ 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.

Meetings, Surveys and Leadership Team.

Two meeting are held each year. There is a fall meeting and a spring meeting where parents, staff and administrators meet to review, make changes and/or updated the current plan.

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.

We utilize parent feedback via surveys and meeting to make continual improvements. Information for parents is disseminated via email, school website, school FB page and school twitter accounts.

☑ 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.

Meetings that are informational are held in the Spring and Fall. Typically, a power point presentation is shown in the fall as part of a PTO meeting, fall and spring Title I meetings, and/or curriculum nights.

Annually in the fall, Givens Administration presents over all MAP results to parents at Open House. This is an opportunity for parents to become engaged in their students learning and ongoing achievements. Also, at Parent-Teacher conferences, teachers explain the results of MAP testing, and shares with the parent areas of focus the students need to focus on.

☑ 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)*

Parent compact; Parents are highly encouraged to attend parent/teacher conferences in the fall and spring. Parents are also encouraged to be engaged in teacher communication through emails, website, and other sources of electronic communication.

In the School-Parent-Student Compact is stated:

"I understand that my child will be working with a reading specialist/title I teacher at school. I will support this program by doing my best to ensure my child reads each night and is at school on time each day."

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

All teachers must hold an elementary certification at minimum. Only highly qualified teachers are hired in the district. The principal needs to insure continual high quality instruction and learning is taking place on an ongoing basis through evaluations and observations.

In the School-Parent-Student Compact is stated:

"I understand that I am responsible for keeping the parent/guardian informed of his/her child's reading progress."

☑ 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.

Materials in the core content areas are always available for parents through out the year. Additionally, support is offered to parents at parent-teacher conferences and curriculum nights. If needed, a meeting can set up with the parent, teacher and/or principal.

☑ 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.

Materials in the core content areas are always available for parents through out the year. Additionally, support is offered to parents at parent-teacher conferences and curriculum nights. If needed, a meeting can set up with the parent, teacher and/or principal.

☑ 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.

Parent engagement is incredibly valuable in the Webster Groves School District. As a district, we involve our parents and community members in all aspects of district decision making including the strategic planning process, curriculum and program evaluation process, and finance/building committees. Our teachers participate a variety of ongoing learning opportunities regarding the importance of family partnerships including staff meetings and through our teacher evaluation process. Teachers utilize parent-teacher conferences, jump-start conferences, social media, and newsletters to communicate with families and to receive feedback.

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

- [x] 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 Webster Groves School District has a Community Engagement Committee that meets bi-monthly to review and updated The Parent Engagement Policy. The committee includes parents, staff & administrators from PreK through 12, and board members.

- [x] 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)*
- [x] 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)*
- [x] 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)*
- [x] 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,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.
- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Show

Schoolwide Program Hide

4160 DR. HENRY GIVENS JR. 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	Carl Davis	
2	Teacher	Suzy Wayne	
3	Principal	Dwight Kirksey	
4	Other Administrators	Dr. Jason Adams	
5	Other Administrators	Emilie Vaughan	
6	Other School Leaders	Hollie Henderson	
Plan Development Meeting Dates			
1	Meeting Date	04/19/2026	

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 I School Improvement (a)	Dr. Jason Adams	Asst. Supt. of Learning	
2	Title I School Improvement (a)	Hollie Henderson	Federal Prgms. Specialist	
3	Title I School Improvement (a)	Emilie Vaughan	Dir. of Finance	
4	Title I School Improvement (a)	Kaysi Rinks	Neglected Instituition	
5	Title I School Improvement (a)	Becky Applebaum	Neglected Institution	
6	Title I School Improvement (a)	Dwight Kirksey	Title I School Principal	
7	Title I School Improvement (a)	Suzy Wayne	Math Interventionist	
8	Title I School Improvement (a)	Jacob Meyers	CFO	
9	Title I School Improvement (a)	Dr. Sandy Wiley	Asst Supt of HR	
10	Title I School Improvement (a)	Nancy Anderson	Neglected Institution	
11	Title II.A	Dr. Jason Adams	Asst. Supt of Learning	
12	Title II.A	Hollie Henderson	Federal Prgms Specialist	
13	Title II.A	Emilie Vaughan	Director of Finance	
14	Title II.A	Matt Hoehner	Nonpublic Principal	
15	Title II.A	Molly Grumich	Nonpublic Principal	
16	Title II.A	Theresa Dobson	Nonpublic Principal	
17	Title II.A	Linda Pahl	Nonpublic Principal	
18	Title II.A	Heather Fanning	Nonpublic Principal	
19	Title II.A	Michael Faust	Nonpublic Principal	
20	Title II.A	Sara Wichard	IDEA (PD Committee)	

21	Title II.A	Amie Shea	IDEA (PD Committee)	
22	Title IV.A	Dr. Jason Adams	Asst Supt of Learning	
23	Title IV.A	Hollie Henderson	Federal Prgms Specialist	
24	Title IV.A	Emilie Vaughan	Dir of Finance	
25	McKinney-Vento	Tina Scott	Dir. of Student Support Servi	
26	McKinney-Vento	Simone Cunningham	HS Counselor	

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	☑ Math	K ☐ 1 ☐ 2 ☑ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

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	☐	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☑	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

☐ **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

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

  Description of how strategy/strategies will strengthen

  1. Early intervention so that students don't fall behind.
  2. New modes of instruction to meet students where they are.
  3. Teacher Professional Development and curriculum support.

- [ ] 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)

- [x] 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

  1.) At Givens, the student population needs additional support in mathematics instruction, literacy instruction and social emotional development. These areas have been identified through local benchmark assessments and statewide assessment systems.

  2.) We utilize a variety of assessment tools to identify student needs (academically and social and emotionally) and also monitor their progress. Givens has a student problem-solving process in place to to determine student interventions, monitor if they are proving successful and adapt based on the individual needs of students. Givens also has intervention such as reading intervention, math intervention, gifted programming, ELL support, and special education as resources to support students needs. These interventions are in addition to high quality differentiation within the core classroom.

  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

  - [ ] **Uses nonprofit or for-profit external providers to deliver services. These services demonstrate expertise in using evidence-based or other effective strategies to improve student achievements. (ESEA Section 1114(d))**

    Description of external providers and services provided

☐ **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

Continuous Improvement in Teaching Practices:

Teachers utilizing research-based strategies engage in ongoing professional development, refining their instructional approaches based on data and research findings, ultimately benefiting student learning.

☐ **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.

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District/LEA Comments

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