Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 053-113 LEBANON R-III **Year:** 2026-2027

Funding Application: Plan - School Level - 4060 MAPLECREST ELEM. **Version:** Initial **Status:** Submitted

Number Name Select District

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School, Parent And Family Engagement Policy Hide

4060 MAPLECREST 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

- [x] 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 Lebanon R-III School District is committed to partnering with families in the development, review, and continuous improvement of its School Parent and Family Engagement Policy. To ensure meaningful parent involvement, the district conducts an annual review of the policy each fall, gathers feedback through parent surveys during the winter, and analyzes input from parents and stakeholders during the annual program evaluation process in the spring. Surveys are distributed prior to the annual meeting to provide families with opportunities to share their perspectives, identify areas for improvement, and help guide program evaluation and future planning. Feedback collected from parents, including parents of migratory students and English Learners, is used to revise and strengthen the policy, ensuring it reflects the needs and priorities of the families and communities we serve.

- [x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

- [x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- [x] 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)*
- [x] The agenda reflects that the purpose of the meeting is
  - [x] To inform parents of their school's participation in the Title I.A program
  - [x] To explain the requirements of Title I.A
  - [x] To explain the right of parents to be involved.

  Section 1116 (c)(1)

- [x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [x] Transportation
  - [x] Child care
  - [x] 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.

The Lebanon R-III School District values parents as essential partners in the planning, review, and continuous improvement of its Title I and Schoolwide programs. The district provides multiple opportunities for parents to engage in meaningful dialogue regarding student achievement, school improvement efforts, and family engagement initiatives. Parents are invited to participate in the annual Title I meeting, where district and building leaders review the Parent and Family Engagement Policy, Title I programming, student achievement data, and schoolwide goals. Throughout the year, families provide feedback through surveys, family engagement events, stakeholder meetings, and program evaluations. Building administrators share student growth data in English Language Arts and Mathematics and seek parent input regarding strategies, supports, and resources needed to improve student outcomes. Family engagement events focused on literacy, mathematics, and social-emotional learning provide additional opportunities for collaboration and feedback. Information gathered from parents is used to evaluate the effectiveness of current programs and guide future planning, ensuring that Title I services and schoolwide initiatives continue to meet the needs of students and families.

☑ 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.

The Lebanon R-III School District actively involves parents and families in the planning, review, and continuous improvement of the Parent and Family Engagement Policy. Each year, the district conducts an annual meeting to review the policy, share information about family engagement opportunities, and gather feedback from parents regarding the effectiveness of current practices. In addition, parents, educators, administrators, and community stakeholders participate in the evaluation and revision process to ensure the policy reflects the needs of students and families. Stakeholder groups review parent feedback, student achievement data, and family engagement outcomes to identify strengths and areas for improvement. Feedback from these groups is used to enhance family engagement events designed to showcase student learning, support parents in promoting academic success at home, strengthen school family partnerships, and connect families with community resources that support the physical, social, emotional, and mental well-being of students and their families.

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.

Maplecrest is committed to providing families with timely, accurate, and accessible information regarding Title I programs and services. Information about Title I programming is shared annually with all families through the district's online registration process, which is completed by all parents and guardians. Additional information is provided during Back-to-School events, the Annual Title I Meeting, school newsletters, parent communications, and the district website. Throughout the school year, families receive updates regarding Title I services, student learning opportunities, family engagement events, and resources available to support student success. By utilizing multiple communication methods, Maplecrest Elementary ensures parents are informed, engaged, and able to actively participate in their child's educational experience.

☑ 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.

Maplecrest Elementary School will provide parents and families with timely information regarding the school's curriculum, academic assessments, and student achievement expectations. Instruction is aligned to the Missouri Learning Standards and the district's Jacket Priority Standards, which identify the essential learning outcomes students are expected to master at each grade level. Information about grade-level expectations, instructional programs, and academic resources will be shared through parent-teacher conferences, family engagement events, newsletters, the school website, and other school communications. These opportunities will help families understand what students are learning and how they can support academic success at home.
Maplecrest Elementary will provide parents with information about the assessments used to monitor student progress, including classroom assessments, district benchmarks, i-Ready diagnostics, and the Missouri Assessment Program (MAP). Assessment results will be communicated through progress reports, report cards, conferences, and Individual Student Reports. Families will also receive explanations of MAP achievement levels: Advanced (exceeds grade-level expectations), Proficient (meets grade-level expectations), Basic (approaching grade-level expectations), and Below Basic (requires significant academic support). School staff will work collaboratively with families to interpret assessment data, celebrate student growth, and identify strategies to support continued achievement.

☑ 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)*

Maplecrest Parents agree to support their children's learning by agreeing to carry out the following responsibilities:
Ensure my child attends school regularly, arrives on time, and is prepared to learn.
Encourage and support my child in doing their best academically and behaviorally.
Stay informed by reading and responding to school communications.
Communicate with teachers and school staff to support my child's success.
Encourage and support my child in setting goals and working toward growth on i-Ready assessments and mastery of the Jacket Priority Standards.
Support the school's Jacket Code and reinforce positive behavior expectations at home.
Support learning at home by checking homework completion and engaging in reading and/or math activities with my child.

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

Maplecrest teachers agree to:
Regularly communicate student progress and academic expectations with families.
Maintain open lines of communication and be available to meet with parents throughout the school year.
Support students in setting and monitoring academic growth goals using district assessments and classroom evidence of learning.
Promote a positive school culture through the Jacket Code and consistent behavioral expectations.
Participate in ongoing professional learning and collaboration to improve instruction and student outcomes.

- [x] Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum
  - [x] Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
  - [x] Issuing frequent reports to parents on their children's progress
  - [x] Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
  - [x] 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

- [x] 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.

Maplecrest Elementary School will provide assistance to parents and families in understanding state academic standards, Jacket Priority Standards, local assessments, i-Ready diagnostic results, and Missouri Assessment Program (MAP) achievement levels. The school will offer parent-teacher conferences, family engagement nights, informational workshops, and educational resources that help families monitor student progress and support learning at home. Staff members will be available to explain assessment data, academic expectations, intervention services, and strategies that parents can use to reinforce skills and encourage academic growth.
In addition, Maplecrest Elementary will provide ongoing support through regular communication, including newsletters, digital platforms, school events, and individual meetings. Families will be informed about available academic programs, community resources, and opportunities to participate in school activities and decision-making processes. The school will work to ensure that all parents have access to understandable information and meaningful opportunities to engage as partners in improving student achievement.

- [x] 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.

Maplecrest Elementary School will provide parents and families with materials and training to support student learning and academic achievement. Through family engagement nights, curriculum events, parent-teacher conferences, and school communications, families will receive information about the Missouri Learning Standards, Jacket Priority Standards, assessment results, and strategies for supporting learning at home.
The school will also provide resources and training on accessing student data, using educational technology, and supporting literacy and mathematics development. These opportunities will strengthen parents' ability to partner with the school and contribute to their child's academic success.

- [x] 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.

Maplecrest Elementary School will provide ongoing professional development for teachers, administrators, and support staff to strengthen their ability to work effectively with parents and families as equal partners in education. Training will focus on effective communication strategies, building positive relationships with families, increasing family engagement, and understanding the value of parent contributions in supporting student achievement.
School personnel will also receive guidance on coordinating and integrating family engagement activities, communicating student progress and assessment information clearly, and working collaboratively with families from diverse backgrounds. These efforts will help create a welcoming school environment and strengthen partnerships among the school, parents, and community to improve student academic achievement.

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 Lebanon R-III School District is committed to coordinating and integrating parent and family engagement activities across federal, state, and local programs to strengthen partnerships between schools, families, and the community. The district works collaboratively to align resources, services, and family engagement opportunities to support student learning and overall well being. The Director of Alternative Programs serves as the Federal Programs Director and works closely with district and building leaders to ensure coordination among Title programs, preschool services, special education, English Learner services, counseling supports, and other state and local initiatives. Through ongoing collaboration, the district provides families with access to educational resources, academic support opportunities, family engagement events, community partnerships, and information designed to help parents actively participate in their child's education. These coordinated efforts ensure families receive consistent support and meaningful opportunities to contribute to their child's academic success.

- [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)*

- [x] 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)*

- [x] 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

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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)*

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

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 Other Instruction Paraprofes	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

Maplecrest Elementary has engaged in Professional Learning Community process which includes staff identifying the Jacket Priority standards from Missouri Learning Standards. Frequent use of common formative assessments will be used to measure student proficiency of the Jacket Priority standards. Time and access to resources will be provided to implement intervention for students not meeting proficiency on the Missouri Learning Standards. A Multi Tiered Support System will be used to support students who do not show mastery of the Jacket Priority Standards. Tier 2 interventions in Reading, English Language Arts, and Math will be provided to students to help improve student mastery of grade level standards.

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

Description of how strategy/strategies will strengthen

☐ 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

Maplecrest Elementary will provide a variety of strategies to address the needs of all students but in particular the needs of those at risk through structured intervention. Extra academic support in reading and math will be provided by Title staff members in pull-out settings to address gaps in student learning. The district will also utilize paraprofessionals for additional social emotional support supervised by a school counselor to implement our Jacket Code and Behavioral Intervention Support Team processes.

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [ ] Counseling
  - [ ] School-based mental health programs
  - [x] 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**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [x] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other

  - [x] Professional development activities that address the prioritized needs

    Describe activities

Maplecrest Elementary will provide professional development to improve literacy and numeracy instruction in the classroom. Title reading staff are engaged in Orton-Gillingham and LETRS training. Staff will also engage in targeted professional development in Professional Learning Communities (PLC) in order to create a systematic process for monitoring student academic progress, attendance, and behavior. Maplecrest Elementary is using Math Recovery to provide professional learning for our supplemental math teachers.

☐ **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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