

Maryville R-II School District
Parent Involvement Plan
SY 2018-19

It is the goal of the Maryville R-II School District to create a partnership between parents, children, and the school. The Board of Education believes that the education of each student is a responsibility shared by the school as well as the family. Working as a team we can help all students succeed!

This plan is designed to help facilitate the involvement of parents with their child's education and overall well-being. It is the entire communities' responsibility to nurture our tomorrow. It is the school's mission to help provide those opportunities.

Mission Statement for Maryville Early Childhood Center

Growing into greatness.

Mission Statement for Eugene Field Elementary

Learning to grow; growing to learn

Goals for Parent Involvement:

1. To encourage two-way communication that fosters educational support for students and families.
2. To provide activities that will educate parents regarding the intellectual and developmental needs of their children.
3. To promote cooperation between the district and other agencies or school/community groups such as Parents as Teachers, Head Start, Parent Advisory Council, or other public preschool programs.
4. To inform families of opportunities for involvement.
5. To provide access to educational resources for parents/families to use together with their children.
6. To keep families informed of the objectives of the district's educational programs as well as of their child's participation and progress.
7. To allow opportunities for parents to provide input or feedback on current programs, policies, routines, or procedures.

Opportunities for Parental Involvement:

The Maryville R-II School District will encourage Title I parents to be involved in supporting the education of their children in at least the following ways:

1. The district will hold an annual Title I meeting to inform parents of the school's participation in Title I, explain Title I requirements, and discuss the parents' rights to be involved. At this time, the district will also provide an explanation of the curriculum in use at the school, current assessments used to measure students' progress, and the proficiency levels students are expected

to meet. Parents will also be informed on the school's current Annual Performance Report and Adequate Yearly Progress.

2. Parents will be provided timely information about upcoming Title I programs. All information related to school and parent programs, meetings, and other activities will be sent home with Title I children in a format and language that parents and families can easily understand.

3. The district will provide multiple opportunities, at varying times throughout the year to encourage Title I parental involvement. Some of the topic may include, but are not limited to, understanding Grade Level Expectations, Missouri Assessment Program, monitoring student progress, parent-teacher collaboration, etc.

4. The district will provide reasonable support to learn about child development, child rearing issues, and parent resource centers. Trainings may consist of information to promote literacy development, fact fluency, technology development, etc.

5. Parents will be involved in an ongoing planning, review, and improvement of programs under Title I, including the Parental Involvement Plan.

6. All Title I parents will be asked to complete an annual Title I program survey at the end of each school year to collect data/feedback that will be used to identify needed maintenance and suggestions for improvement of the Title I program.

7. The district will conduct, with the involvement of parents, an annual evaluation of our current Title I program, Parent Compact, and Parental Involvement Plan. Parent comments and suggestions will be shared and addressed in a timely manner.

8. The district will provide opportunities for parents and teachers to communicate on student progress through student planners, bi-annual parent/ teacher conferences, quarterly progress reports, and as otherwise requested by the parent/guardian.

Additional “Parental Involvement” Opportunities:

The following are additional activities or resources available to all students and families who attend Maryville Early Childhood Center and Eugene Field Elementary:

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| -Supply Drop Off/Back-to-School Night | -Parent/Teacher Conferences |
| -Quarterly Awards Ceremony | -Family Fun Fest |
| -Parent Advisory Council (PAC) | -Reading Incentive Program |
| -Grade Level Parent Nights | -Music Programs |
| -Watchdogs (Dads of Great Students) | -Classroom Parties |
| -Vocational “Race into Reading” | -Mystery Reader |
| -School and Classroom Newsletters | -Book Fair |
| -Parent Survey | -Student Handbook |
| -Library, Lunchroom, & Classroom Volunteers | -District/School Website |
| -Community/Professional Speakers | -Field Trips/Chaperone |

Schoolwide Program Plan

The 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.

Team Members -

Parents: Nathan Little, Tina Owens, Jennifer McDowell

Teachers: Betsy Tobin, Laura Tobin, Shirley Barnett, Jessica Braymen, LaRue Allee, Leigh Beth Alsup, Janetta Brown, Jennifer Stoll, Ree Sullivan

Administrators: Brian Lynn, Kim Walker, Michelle McCollum

LEA Representative: Steve Klotz

Meeting Dates: 3/15/2018

5/22/2018

The following strategies will be implemented to address prioritized school needs:

Supplemental instruction in Math and Communication Arts, grades 1-4.

Delivery of supplemental instruction services will be through pull out/resource classroom and push in/regular classroom by highly qualified teachers.

Description of how strategies will strengthen the academic program:

The instructional strategies we will be implementing in the area of math and phonics will strengthen the academic program by providing consistency in the way we provide intervention for students. Currently our approach can be inconsistent or not as targeted in the way we address the needs of students. Having a school-wide program and approach to teaching math and phonics will improve the students' understanding of content due to common language and expectations for growth.

Professional development activities:

Training will be provided for teachers on the use of AIMSweb for screening/progress monitoring students for phonemic awareness, phonics, decoding, reading fluency, and comprehension. Also, training will be provided in regards to reading and math intervention strategies.

There will be on-going training throughout the school year for the implementation of a new math program, Ready Math and iReady.

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs:

Preschool and Kindergarten exist together in the Maryville Early Childhood Center. Transition from preschool to Kindergarten will be seamless as the students will go from one side of our physical space to the other. Preschool students will utilize the same playground, lunchroom, and gross motor area as the Kindergarten students. Kindergarten teachers will collaborate with

preschool teachers during all professional development days and will work towards common building goals. Relevant preschool data and information will be shared with Kindergarten teachers. Kindergarten teachers will plan future....

- Annual Screenings
- Kindergarten Informational Night
- Summer School Program for incoming kindergartners
- Staff collaboration with other local preschools in the area