



District/LEA: 096-088 HAZELWOOD Year: 2024-2025

Funding Application: Plan - School Level - 4260 TWILLMAN ELEM. Version: Number Name
Initial Status: Submitted

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4260 TWILLMAN 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.

Twillman Elementary seeks and obtains parents' agreement to the parent and family engagement policy by asking parents to share their feedback during Title I advisory meetings. Information is also distributed via flyers and email, and parents are encouraged to complete surveys. Additionally, multiple parent forums are held throughout the year to discuss school improvement, which includes discussions about Title I agreements and the family engagement policy. The policy and minutes from these forums are emailed to all families via BlackBoard, Talking Points, ParentSquare, and Class Dojo.

- 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, reviewing, and improving the Title I.A program through scheduled advisory meetings, dissemination of information via flyers and emails, and through family surveys. Parent forums are also hosted throughout the year to gather feedback on Title I implementation and discuss revisions recommendations. Minutes from each forum are communicated to all families via BlackBoard, Talking Points, ParentSquare, and Class Dojo.

- 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 parent and family engagement policy by participating in Title I advisory meetings and completing surveys sent home. Parent forums are held to discuss school improvement, where families are invited to share their feedback on the engagement policy. The results and minutes from these forums are emailed to all families via BlackBoard, Talking Points, ParentSquare, and Class Dojo.

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.

Information about the Title I.A programs is provided through Title I informational meetings held during open houses, as well as through flyers and emails. Additionally, two state-of-the-school updates are conducted during the school year, and family input is gathered via surveys.

- 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.

Twilman Elementary provides an overview of the curriculum during Open House, in newsletters, and through updates on the school's webpage. MAP informational meetings are conducted for parents before the assessments, and once scores are released, they are explained to the parents.

- 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 ask parents to support their children's learning in the following ways:

Ensure Regular Attendance
 -Make sure your child attends school every day and arrives on time.

Take an Active Interest:
 -Stay involved in your child's school activities and progress.

Communicate with School Staff
 -Reach out to teachers, counselors, or administrators if issues arise related to homework, student progress, social-emotional concerns, or other school-related matters.

Maintain Open Communication
 -Keep open lines of communication with your children, teachers, and educational support staff, and be available to assist as needed.

Model Respect
 -Demonstrate respect for school rules, procedures, and staff, setting a positive example for your child.

Support School Staff:
 -Support the efforts of classroom teachers and educational support staff in maintaining appropriate student behavior.

Create a Study Space
 -Provide a well-lit, quiet place with the necessary materials for your child to study.

Help Manage Time
 -Assist your child in balancing homework, chores, hobbies, school activities, jobs, and recreation.

Encourage Questions
 -Urge your child to ask teachers for help if they don't understand an assignment or lesson.

Guide, Don't Do
 -Offer guidance and suggestions, but let your child do their own work.

Praise Efforts
 -Recognize and praise your child's good homework habits and efforts.

Monitor Academic Progress
 -Regularly check and promote the academic progress of your child.

Check for Makeup Work
 -Contact the school and teachers, and check Google Classroom for any makeup assignments when your child is absent.

Inform School Staff
 -Let school staff know about any factors that may affect your child's ability to learn or behave in the school environment.

Understand School Policies
 -Read and understand the Student Behavior Guide to ensure familiarity with school rules and expectations.

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

The school is responsible for providing high-quality curriculum and instructions in a supportive and effective learning environment in the following ways:

Ensure Quality Education

-Deliver education that meets state standards and promotes academic excellence.

Encourage Achievement

-Foster a culture of high expectations, encouraging students to reach their full potential.

Model Respect

-Teach and exemplify grace and courtesy in all interactions.

Engage in Communication

-Maintain meaningful two-way communication with students and families, ensuring accessibility and responsiveness.

Build Partnerships

-Collaborate with community organizations and families to enhance student learning and well-being.

Support Families

-Conduct regular conferences, share updates, and provide access to staff to keep families informed and engaged.

Promote Fair Behavior Management

-Implement culturally proficient and inclusive behavior management practices, including restorative justice.

Use Data for Instruction

-Utilize data to personalize instruction and support student growth.

Maintain Records

-Keep accurate records of interventions and disciplinary actions.

Ensure Safety and Fairness

-Report suspected child abuse or neglect and treat all students and parents impartially.

SCHOOL ADMINISTRATOR RESPONSIBILITIES

Be Role Models and Leaders

-Each school administrator is a role model and leader. In collaboration with instructional staff and community support, administrators are responsible for establishing a caring school climate and a safe environment.

Assist Staff with Management Techniques

-Help staff members practice effective management techniques.

Plan and Promote Safety

-Develop and promote practices to maintain a safe and orderly environment.

Support Classroom Management

-Support the efforts of staff in maintaining appropriate classroom student behavior.

Ensure Adequate Supervision

-Plan and maintain adequate supervision of students.

Communicate Consequences

-Communicate the consequences of reported student inappropriate behavior to the appropriate staff.

Be Visible

-Be visible during the school day to support and interact with students and staff.

Maintain Accurate Records

-Keep accurate records of disciplinary actions.

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.

Assistance is provided to parents by our counselor and social worker, who offer resources and support as needed. They also proactively reach out to families when concerns arise.

- 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.

Families are given school supply kits in August and throughout the year as needed. Parent workshops are provided via both Twillman and Parent University to help parents understand how to monitor children's progress and how to help children master the Missouri Learning Standards.

- 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.

Twillman Elementary plans to educate school personnel on effective parent engagement through several research-based strategies. Regular professional development workshops will focus on communication strategies and building positive relationships, drawing on Joyce Epstein's Framework of Six Types of Involvement. Training on cultural competence will help staff respect and understand the diverse backgrounds of students and their families. Implementing student-led parent-teacher conferences will empower students and enhance parental engagement. Additionally, training will be provided on using technology tools for consistent and transparent communication, and on empathy and active listening skills to improve interactions with parents. Collaborative problem-solving techniques will be introduced to equip teachers to work with parents on student-related issues. Regular feedback mechanisms will be established to gather parent input on interactions with school staff, fostering continuous improvement. Finally, involving parents in some training sessions will provide valuable perspectives and strengthen the home-school connection. These comprehensive strategies aim to build strong, effective partnerships between school personnel and parents, ultimately supporting student success.

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.

Title I funds at Twillman Elementary will be used to support several key initiatives. These funds will support a full-day PreK classroom and provide salaries and benefits for the Reading Interventionist and Math Interventionist. Additionally, Title I funds will be allocated for supplementary ELA, Math, and Science resources to enhance classroom instruction, as well as for Social-Emotional Learning (SEL) resources to support students' overall well-being and development. Parent involvement activities will also be funded to foster strong home-school connections, including workshops and events designed to engage parents in their children's education. To further support our staff, these funds will cover job-embedded professional development, ensuring that teachers have ongoing opportunities to develop their skills and improve instructional practices. This coordinated approach aims to maximize the impact of Title I resources, promoting an inclusive and effective learning environment for all students.

- 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)*

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District/LEA Comments

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