

## **School Parent and Family Engagement Template**

### Fertile-Beltrami Parent and Family Engagement Policy

2020-2021

Fertile-Beltrami School is committed to the goal of providing quality education for every child in this district. We want to establish partnerships with parents and with the community. Everyone gains if school and home work together to support high achievement of our children. We can't do this job alone. Parents and families play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

#### **Part I. Description of how the District and School will Implement Required Components**

1. Fertile-Beltrami School will engage parents and families who have Title I students in developing/revising the district and school policy.
2. Fertile-Beltrami School will convene an annual meeting, at a convenient time, when the parents of participating children are available to attend. The Title I annual meeting will inform parents about the Title I program, explain the requirements of parent and family engagement and the rights and responsibilities of the parents to be involved.

The meeting will be held in October at the school building, after the WBWF meeting that is conducted by Superintendent Clarke.

3. Fertile-Beltrami School will offer flexible meeting times during morning, evening or weekends and may provide transportation, child care or home visits.  
(Describe actions)

4. Fertile-Beltrami School will involve parents in the planning and review of the school improvement plan and the joint development of the schoolwide plan when applicable. If the schoolwide plan is not satisfactory to the parents, submit comments on the plan when submitted to the district. [Section 1114(b)]  
At the Title parent meeting, input and suggestions can be made, and as a district, we will strive to implement suggestions that will positively impact the students.

5. Fertile-Beltrami School will provide assistance to parents of Title students:
  - a. Timely information about programs offered to engage in their child's education.

- b. An explanation of the curriculum, state and local academic assessments including alternate assessments, and the achievement levels of the state academic standards.
- c. If they request, opportunities for regular meetings to hear their suggestions and participate in decisions related to their child's education.
- d. The classroom teachers and the Title I teacher have many websites that can be helpful in supporting a students' educational needs, such as Lexia Core 5 for Reading, and IXL for Math education.

## **Part II. Description of the Shared Responsibilities for Elementary Student Academic Achievement**

Fertile-Beltrami School] will jointly develop with Title I parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement to meet the State academic standards. The compact should:

1. Describe the curriculum and instruction that help their student meet the state standards, identify where their child is performing and discuss ways the parent can support their child's education at home and at school.
2. Talk about the importance of the teachers and parents communicating on an ongoing basis at a minimum:
  - a. Conduct a parent-teacher conference in elementary schools, at least annually, during which time the compact is discussed as it relates to the individual child.
  - b. Provide frequent reports to parents on their children's progress.
  - c. Provide information on how parents can contact staff and staff can best contact parents, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
  - d. Make sure that two-way meaningful communication between family members and school staff is addressed and when at all possible, is in a language the parents and family members can understand.

## **Part III. Accessibility**

Fertile-Beltrami School will meet the requirements of parent and family engagement of Title I, to the extent practicable, we will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

#### **Part IV. Adoption**

The Fertile-Beltrami School Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On September 8, 2020 the Fertile-Beltrami School Parent and Family Engagement Policy will be in effect for the period of the school year.

Fertile-Beltrami School will distribute this policy to all parents of participating Title I children and make it available to the community.

\_\_\_\_\_Jessica Moland\_\_\_\_\_

(Signature of Title I Authorized Representative)

\_\_\_\_\_8/6/2020\_\_\_\_\_

(Date)

**I. Identification Information**

| DISTRICT INFORMATION                                   | DISTRICT PHONE, FAX, EMAIL |
|--|----------------------------|
| District Name and Number Fertile-Beltrami 0599-01:     | Phone: 218-945-6953        |
| Superintendent (Director): Brian Clarke                | Fax: 218-945-6934          |
| District Address: 210 Mill Street Fertile, MN 56540    | Email: bclarke@isd599.org  |
| Title Coordinator: Jessica Moland                      | Phone: 218-945-6953        |
| Coordinator Address: 210 Mill Street Fertile, MN 56540 | Email: jmoland@isd599.org  |

| SCHOOL INFORMATION  | SCHOOL PHONE, FAX, EMAIL   |
|---|----------------------------|
| School Name, Number and Grade Span: Fertile-Beltrami 0599-02 PreK-6 | Phone: 218-945-6953        |
| School Address: 210 Mill Street Fertile, MN 56540                   | Fax: 218-945-6934          |
| Principal: Natty Messick  | Email: nmessick@isd599.org |

Is this your schoolwide program plan?  Yes  No

If yes complete the entire document.

Check one:  Initial Schoolwide plan  Existing Schoolwide plan  Targeted Assistance

Enter Data: K-12 Enrollment: 471  
 2019 MCAIII Proficiency:  
 Grades K-12 Math 64.2%  
 Grades K-12 Reading 71.4%

Check Current Designation:  Reward  Celebration Eligible  Continuous Improvement  
 Priority  Focus

Check one if Designated as a Priority or Focus School:

Northern Sky Center  South/Central Lakes Center  SE/Metro Center

## LOCAL BOARD OF EDUCATION ACTION

The local Board of Education/Charter Board of Fertile-Beltrami School District 0599 (LEA Name) has authorized Brian Clarke, superintendent to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2020-2021. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or MDE in support of technical assistance through the Minnesota Statewide System of Support (SSOS) or the Department.

\_\_\_\_\_  
*(Signature of Superintendent/Charter School Board Chair)*

\_\_\_\_\_  
*( Date)*

## II. School Information

| <b>Building Level Student Demographics:</b> | <b>Percentage of Total Enrollment:</b> |
|---|--|
| American Indian/Alaskan Native              | 1                                      |
| Asian/Pacific Islander                      | 0                                      |
| Black, not of Hispanic origin               | 1                                      |
| Hispanic                                    | 4.3                                    |
| White, not of Hispanic origin               | 93.7                                   |
| Limited English Proficient                  | 0                                      |
| Special Education                           | 13.6                                   |
| Free or Reduced-Price Lunch                 | 26.89                                  |

| <b>LEADERSHIP IMPLEMENTATION TEAM</b>  | <b>ROLE</b>                               | <b>CONTACT INFORMATION</b> |
|--|---|----------------------------|
| <b>Natty Messick</b>   | Principal                                 | 218-945-6953               |
| <b>Leah Swenby</b>   | Teacher                                   | 218-945-6953               |
| <b>Kerri Solie</b>   | Teacher                                   | 218-945-6953               |
| <b>Jessica Moland</b>  | Title I Coordinator/Program Administrator | 218-945-6953               |
| <b>Marjie Broden<br/>Liz Lisburg    Kristen Hamre<br/>Brenda Nelson    Fallon Solie<br/>Mary Jo Swanson<br/>Tracy Fuglseth</b> | Parents                                   | Contact school for info    |
| <b>Allie Sannes</b>  | Pupil Service Personnel                   | 218-945-6953               |

|               |                      |              |
|---------------|----------------------|--------------|
| Noemi Trevino | Technical Assistance | 651-582-8233 |
|---------------|----------------------|--------------|

| <b>SCHOOL SUMMARY</b>   | <b>STATEMENTS</b>  |
|---|--|
| <p>Executive summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this action plan.</p> | <p>Fertile-Beltrami Elementary School, which is operating the SWP, has an enrollment of 240 students. The school's enrollment has been steady the last few years resisting the trend of many districts battling declining enrollment. The district's percent of students on Free and Reduced Lunch continues to decrease from 45% in 2012, to now 25% in 2020; Special Education percent of student population is currently at 13.6%. This data illustrates the responsibility the district has to serve this population of special education and FRP student counts. Fertile-Beltrami will be working to further prepare its students for the expectations of the online MCA-III tests.</p> <p>Fertile-Beltrami is dedicated to ensuring the educational success of all students, and has been taking measures to reach proficiency for <u>all</u> students. These measures include reviewing practices and evaluating needs for changes/additions to the instruction of literacy. The basis for these changes and additions has been data from multiple resources used to identify individual areas students need improvement.</p> <p>Fertile-Beltrami will continue to develop the understanding of mathematics curriculum materials and implementation of curriculum, as well as continued work on alignment of curriculum and instruction with state math standards.</p> <p>A continued effort for the upcoming year will be on early readers not at grade-level achievement. The reading specialist, SpEd staff, and classroom teachers have implemented a Multi-Tiered System of Support to focus on improving the reading of at-risk students in grades K-4.</p> <p>Collaboration with parents is essential to make the expected progress in student achievement. Parent involvement will be developed through activities for parents and students designed to promote the schoolwide goals.</p> |
| <p>Describe the team's plan for communicating with the school and community.</p>  | <p>The very activities that are contained in the SWP are designed as modes of communication with the school and community. In addition to the activities that illustrate the district's goals, the school and community also receive communication through updates in the local newspaper, and published reports. The school's website is utilized immensely as a form of communication for parents and community as well.</p>   |

### III. Schoolwide Program (SWP) Plan Required Components (SWP schools complete)

- Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components.
- Comprehensive Needs Assessment (Component 1) action steps are included in 4a. EXPLORATION. Required narrative is below.
- Reform Strategy (Component 2) action steps and responses b and e are included in 4b through 6c. Other required narrative is below.

#### Assurances (check boxes for items 1-6)

1. Our schoolwide plan was developed during a one-year period and was developed with the involvement of parents and other members of the community including teachers, principals, administrators, pupil services personnel, technical assistance providers and school staff. It addresses the ten components listed below and is also available to the LEA, parents, and the public in an understandable and uniform format in a language the parents can understand.

##### a) Comprehensive Need Assessment

The small size of the elementary and district allows for continual conversations about pertinent issues faced through the process of educating children, including parent, community, and state expectations. Sharing of concerns, deficiencies, as well as successes and improvements is done through staff meetings, parent conferences, and other interactions. Completing a comprehensive need assessment will be considered each fall.

##### b) Reform Strategies

Focusing on Literacy, research was compiled from the National Reading Panel indicating the essentials for developing proficient readers. With the knowledge of the five essentials, all students will be influenced, not just a group of students that are lacking on of the five essentials for proficiency. Research was important that supported the achievement level of all students, not one subgroup as measured by NCLB.

In the area of math, continued focus was given to computation. Research indicates that routine practice of basic math facts is essential for the acquisition of higher level math reasoning. This research supports the addition of a web-based computerized math facts program.

Research also supports early intervention through an increase in quality and quantity of instruction, as outlined in the goals of Title I, Part A. The focus on keeping class-sizes small and each grade level at two sections allows for an increase in teacher contact time and student instructional time for all students as they progress through the grade-levels of our school-wide building. An early intervention program will also supplement the instruction struggling readers receive.

##### a) Highly Qualified Teachers

Each teacher meets the highly qualified requirements in the school-wide program. Any new teaching staff will be hired only if they meet the highly qualified requirements, and existing staff are expected to continue meeting the license requirements set forth by the State of Minnesota.

b) High-quality and Ongoing Professional Development

The Northwest Service Cooperative (NWSC) offers high quality staff development opportunities sponsored by MDE designed to engage staff in a focus on standards and curriculum, and research-based instructional methodology. Fertile-Beltrami will utilize the NWSC offerings. In addition to out of district professional development, within the district staff will participate in webinars and online opportunities for development. These activities will support the district's goal to improve student achievement in the area of literacy. Weekly staff meetings enable curriculum discussions, data review, and review of workshops allows staff to cover a wide variety of topics. Staff development committee and administration work closely to plan staff development activities to meet the district goals and individual needs of district staff participants.

c) Strategies to Attract High-Quality Highly Qualified Teachers

Faculty members of Fertile-Beltrami are always included in the hiring process enabling assurance of highly qualified participants. School board initiated public relations procedures allow individuals outside of the district to become familiar with the strengths Fertile-Beltrami has to offer as a community and as a school. A promotional video and website are used to illustrate our district's values and strengths, including the honor of be awarded a Blue Ribbon School in 2018-2019.

d) Parental Involvement

Fertile-Beltrami will be offering multiple opportunities for parents to become knowledgeable about the essential elements of literacy. Book fairs and bingo for books will enable literature to be placed in homes to promote literacy. Other services will support parents as well, such as the district's Family Service Specialist, offering financial and social support for disadvantaged students and families. Assessment interpretations are offered to parents upon request also, including discussions about areas of concern and strength for each student.

e) Transition

Preschool screening will be held in the fall and spring to evaluate the needs of children entering the elementary school. This will enable the SWP to focus on the needs of the incoming children. Also, Early Childhood Family Education (ECFE) schedules regular family activities including literacy activities. Often these activities are coordinated with other family fun nights offered to all elementary families.

f) Teacher Involvement in Use of Academic Assessment

The size of Fertile-Beltrami allows teachers to be completely involved in decision-making. Through the staff development/data team, decisions are made about development for staff that will influence the overall instructional program. Weekly staff meetings also are dictated by shared needs arising from teacher input about academic assessments and the instructional strategies used to influence student achievement.

g) Timely and Effective Assistance

Teachers first identify students needing attention beyond regular instruction. Students are referred to the Student Assistance Team for further examination of assessments and opportunities for interventions. Further interventions are attempted with the student. The Student Assistance Team is involved in the implementation of the interventions and works closely with the classroom teacher to be



sure interventions are designed for success. Student progress is reviewed periodically, more often if necessary, less often if student is responding to interventions.

h) Coordination

Fertile-Beltrami School works in collaboration with several organizations, such as Polk County Social Services, Norman County Social Services Northwest Mental Health, Fertile-Beltrami Education Foundation, Northwest Service Cooperative, and Polk County Community Collaborative on a regular basis during the year. Professional development activities are provided to the staff using a variety of these organizations to provide staff with updated information from these local professionals, as well as specific student services provided by specialized professionals. District Superintendent, Principal, Dean of Students, Counselor, Title I coordinator, and teachers work together to collaborate and integrate services for the benefit of students.

- 2. Our plan was developed in consultation with the district and its leadership implementation team or other technical assistance provider.
- 3. All paraprofessionals meet the definition of highly qualified as outlined under NCLB.
- 4. All paraprofessionals are working under the direct supervision of a highly qualified teacher.
- 5. We will conduct an annual review of the schoolwide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.
- 6. We will retain documentation in our district file related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting an annual evaluation.

**Narrative**

1. Describe the school’s Comprehensive Needs Assessment process including data sources and data analysis. Indicate the priority needs to be address and the reform strategies to be implemented to improve teaching and learning at this site.

The small size of the elementary and district allows for continual conversations about pertinent issues faced through the process of educating children, including parent, community, and state expectations. Sharing of concerns, deficiencies, as well as successes and improvements is done through staff meetings, parent conferences, and other interactions. Evaluation of most recent MCA data, data connected to the Local Literacy Plan assessments, and stakeholder input will be considered. At this time no priority needs have been identified as Fertile-Beltrami has been labeled a Rewards school. Data will continue to be reviewed for any decreases in student achievement.

2. Describe your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

The schoolwide program model aligns directly to the Local Literacy Plan as required by the state of Minnesota. Evaluation of data and success of interventions, with all the documentation is part of that process. This information is communicated to parents that have children involved in an intervention.

3. Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, partnerships, and/or other special resources.

Fertile-Beltrami School works in collaboration with several organizations, such as Polk County Social Services, Norman County Social Services Northwest Mental Health, Fertile-Beltrami Education Foundation, Northwest Service Cooperative, and Polk County Community Collaborative on a regular basis during the year. Professional development activities are provided to the staff using a variety of these organizations to provide staff with updated information from these local professionals, as well as specific student services provided by specialized professionals. District Superintendent, Principal, Dean of Students, Counselor, Title I coordinator, and teachers work together to collaborate and integrate services for the benefit of students.

4. What process was employed to engage parents, teachers, and community representatives in helping this school become a schoolwide program? How will you continue to inform all relevant stakeholders and engage them in the improvement process?

Informed teachers of the SWP plan are important for providing parents with assistance in understanding the SWP, as they are the first individuals of the school that parents typically turn to. Through parent/teacher conferences and frequent interactions about the routines of school, teachers are able to share how the literacy and math activities connect to the SWP. Parents new to district meet with administration who share important aspects of the elementary, and how the Title program works at Fertile-Beltrami elementary school. Each parent involvement activity contains aspects of the SWP, and the particular focus of the activities is clearly advertised to parents.

5. How will you evaluate your Title I schoolwide program?

The Title advisory committee has the responsibility of reviewing the Schoolwide Plan, Parent Involvement Policy/Procedures and the Parent/Teacher Compact. The committee meets yearly and consists of parents, teachers, administration, and school board member(s).

6. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

The MCA assessments as required by NCLB are given to grade 3-6 in the Fertile-Beltrami Elementary school. Information about the results of the assessments is provided each fall; copies of each student's results are mailed to the parents. In addition to the information provided by the state for parents, published in brochure format and links provided to website resources, parents are asked during parent/teacher conferences about their understanding of the results of all state and local assessments by the classroom teachers. Contact information is provided for the district assessment coordinator as well for an opportunity for parents to inquire about student assessments in all information provided to parents.