

Comstock Park Public Schools

Parent and Family Engagement Plan 20-21

In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Stoney Creek and Pine Island Elementary School in the ways listed in each Section.

| ESSA Section | Ways in Which <u>Name of School</u> Staff Accomplish These Activities |
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| <p>1116(b)(1) This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated periodically to meet the changing needs of parents and the school.</p> | <p>Parental input is taken into consideration when developing the plans. We utilize surveys, meet and greets, conferences, etc. to collaborate with our parents on best practices. Items are translated as needed.</p> |
| <p>1116(c)(1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.</p> | <p>Parents and family members will be made aware of the Annual Title I Meeting through:</p> <ul style="list-style-type: none"> ● invitations sent home with students ● postings on the school’s website. <p>The following will be discussed during the Annual Title I Meeting:</p> <ul style="list-style-type: none"> ● An overview of a Title I Schoolwide Program and services available. ● The Parent-School Compact will be revisited and modified, if needed. ● The Parent and Family Engagement Plan will be revisited and modified, if needed. ● Parents and family members may meet with teachers and/or administrators to receive answers to questions regarding school procedures after they have been reviewed. ● Parents and family members will be informed about curriculum and academic planning. ● The Annual Education Report(AER) is discussed and explained to parents and family members. ● Michigan’s required assessments and the school’s state and local data points. ● Spending of Title I Parent and Family Engagement Funds are also reviewed and discussed. |
| <p>1116(c)(3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the</p> | <p>Parent and family members will participate and provide input in, on, or through:</p> <ul style="list-style-type: none"> ● School Improvement Team Meetings ● PTO Meetings ● Distribution of surveys |

| ESSA Section | Ways in Which School Staff Accomplish These Activities |
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| development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan. | <ul style="list-style-type: none"> ● The Annual Title I Meeting ● Program Evaluations. <p>Each year, amendments shall be made as necessary.</p> <ul style="list-style-type: none"> ● All proposed amendments will be presented to the School Improvement Team in writing. Should the majority of the team vote to proceed with the proposed amendment the change will be made and shared with stakeholders. <p>Distribution and notification shall take place during:</p> <ul style="list-style-type: none"> ■ Open House ■ Course outlines/syllabi provided to every child, ■ Progress reports (issued quarterly—four per year) ■ Reports cards (issued at end of each semester- twice per year) ■ Online resources provided through the Michigan Department of Education ■ Common Core State Standards (available online and in print) ■ Fall/Spring parent-family-teacher conferences (PFTC) ■ Parent friendly written communications ■ Phone calls and emails. <p>Provided in a language parents can understand by ensuring:</p> <ul style="list-style-type: none"> ● The parent and family engagement plan is written in a parent-friendly format. ● The parent and family engagement plan is translated into other languages, as needed. ● That one-on-one support is provided, as needed. |
| 1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program. | <p>Parents and family members will be kept abreast through or during:</p> <ul style="list-style-type: none"> ● Open House ● Course outlines/syllabi provided to every child ● Reports cards (issued at end of each semester-twice per year) ● Online resources provided through the Michigan Department of Education ● Common Core State Standards (available online and in print) ● Fall parent-family-teacher conferences (PFTC) ● Parent friendly written communications ● Phone calls and emails. |
| 1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet. | <p>Parents are provided information about the school’s curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> ● Open House/Virtual Open House ● Parent Teacher Conferences to share progress and benchmark scores ● Classroom/School/District Newsletters ● Telephone calls/Email correspondence |

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| | <p>Both elementary schools are using Edgenuity, MAISA Reading and Writing, Engage NY Mathematics, and Open Court Foundational Skills as their curriculums. Edgenuity is an online tool to assist with any needed virtual instruction as well as our scope and sequence for our face to face instruction. Our other programs are our traditional face to face materials.</p> <p>We use NWEA MAP to assess reading and math skills as well as DIBELS Acadience to assess reading skills. We use benchmark scores set by the test publishers as a baseline for academic achievement.</p> | |
| <p>1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child’s education, and to respond to any suggestions as soon as possible.</p> | <p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <p>Such requests may be made verbally or in writing:</p> <ul style="list-style-type: none"> ● To a representative of the school staff ● Individual conferences to be scheduled in accordance with teachers’ preparation period ● Surveys will be provided for input and feedback ● PTO meetings provide an avenue for such requests ● Representation on the School Improvement Team ● Phone calls ● Frequent communication including written responses and e-mail | |
| <p>1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).</p> | <p>If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by:</p> <ul style="list-style-type: none"> ● Parent and family members comments will be submitted to: <ul style="list-style-type: none"> ○ Mr. David Washburn, District Superintendent | |
| The School-Parent Compact Must: | | |
| <p>1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <p>1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <p>1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students’ learning and providing high quality curriculum and instruction.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <p>1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children’s learning.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <p>1116(d) Describe specific ways students will be responsible for their learning.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| <p>1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.</p> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |

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| 1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 1116(f) Communicate information using family friendly language and format. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| 1116(e)(1) Shall provide assistance to parents of students served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children. | <p>How does the staff provide assistance to parents to help them understand the content standards, assessments, how to monitor their child's progress, and how to work with educators to improve the achievement of their children? What training is provided to families?</p> <ul style="list-style-type: none"> ● Parent Conferences ● Local assessment information shared with parents at conferences ● Students receiving additional assistance will be progress monitored on a monthly basis depending on student need. Information will be shared with parents as appropriate. ● Classroom teachers and Title I staff are available at conferences to provide information and answer questions about assessments. | |
| 1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. | <p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:</p> <ul style="list-style-type: none"> ● Classroom/School/District Newsletters ● District Publications ● District Website ● School Websites | |
| 1116(e)(3) Shall educate staff in the value and utility of parents' contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school. | <p>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include:</p> <ul style="list-style-type: none"> ● Professional developments (county, district, and school-based) ● Monthly staff meetings ● Monthly grade level meetings ● MTSS meetings ● PTO meetings ● SIP Meetings ● One-to-one conferences with principal and staff ● Written communications from administrators to staff | |

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| <p>1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p> | <p>Coordination with other Programs for parental involvement includes:</p> <ul style="list-style-type: none"> ● School Improvement Team ● PTO meetings ● Workshops ● School/Class Volunteer ● Preschool transition program ● Extra-curricular activities, teams, and clubs |
| <p>1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.</p> | <p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> ● Interpretation/translation ● Printed communications in larger print ● Auditory communications ● Workshops in various languages as needed ● Parent-friendly communications including, charts, and graphs ● Phone call and parent friendly emails ● Other accommodations as are needed and deemed feasible |
| <p>1116(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.</p> | <p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> ● Academic programs and workshops for parents ● Technology support services offered by school and staff ● Volunteer services are offered to parents ● Community referrals and local services are rendered through school by local agencies ● Support from the PTO (They work closely with school and community to help support academic success for all students.) ● Additional reasonable support will be provided upon request. <p>How does the school collect this information?</p> <ul style="list-style-type: none"> ● Email and phone communications ● Results from surveys |
| <p>1116(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p> | <p>Upon enrollment, Stoney Creek and Pine Island Elementary Schools will inquire about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provide support as needed.</p> <p>Specific needs will be addressed as below and individualized parent and family member conferences will be available upon request.</p> |

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| | <p>User Friendly:</p> <ul style="list-style-type: none"> ▪ Materials and reports will be in a parent and family member friendly format. ▪ EL parents can request an interpreter if needed during meetings or designated time. <p>Transitional/Homeless Issues:</p> <ul style="list-style-type: none"> ▪ Parents of transitional/homeless children are provided services from designated staff at the respective buildings or by the District Homeless Liaison |