

Stambaugh Elementary

School-Level Parent Involvement Plan

2016-2017

Stambaugh Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents 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 every step along the way.

Stambaugh Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Stambaugh Elementary intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

PART I. SCHOOL PARENT INVOLVEMENT PLAN **REQUIRED** COMPONENTS

- A. Stambaugh Elementary will jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community [1118 (b)].

During the annual Title I meeting (generally held in March), parents are provided a copy of the parent involvement plan and are asked to review and make suggestions for improvement which are then brought to the school improvement team for further consideration. The school parent involvement plan will also be included in the student handbook beginning with the 2013-14 school year.

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; [1118(c) (1)].

The annual Title I parent meeting is generally held in March. During this meeting, we explain how the Title I program operates and inform parents of their Title I rights. We also use the time teach parents reading comprehension strategies, study skills, and demonstrate reading fluency practice.

C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; [1118 (c) (2)]

Yearly parent-teacher conferences are held in the fall and are scheduled in the afternoon and evening to accommodate variations in parents' availability. Individual follow-up conferences are held as needed at the parent's convenience via person to person, phone, or email. Additional parent-teacher meetings are held throughout the year either by parent or teacher request. Meeting times are scheduled at the parent's convenience via person to person, phone, or email.

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, schoolwide under section 1114 and the process of the school review and improvement under section 1116. [1118 (c) (3)]

PLANNING: Parents are included on the School Improvement Team. The SIP is published and available for review on the district website and hard copies are available at parent request. Parents are welcome and encouraged to make comments and suggestions.

REVIEW: Parents who are members of the SI Team annually participate in the review of the SIP. Parents are surveyed for their input on the Title I program during the fall and again in the spring at the annual Title I parent meeting. Parents are welcome and encouraged to make comments and suggestions through their role on this SI Team and through the surveys.

IMPROVEMENT: Parents who are members of the SI Team participate in revising or updating the plan as needed. During the 2014-15 school year, staff will be given training on parent involvement and its importance to the student's academic achievement.

E. Provide parents of participating children –

a. timely information about programs under this part; [1118 (c) (4) (A)]

Information is shared with parents verbally and/or in writing regarding a variety of programs associated with Title I. For example, during Open House, parent meetings/conferences, universal screening result mailings, report cards/progress reports, and individual parent communications. Stambaugh Elementary strives to provide parents with information that is written in a parent-friendly, jargon-free language.

b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; [1118 (c) (4) (B)] and

CURRICULUM: Our curriculum is aligned with the Common Core State Standards in language arts and math. We are in the process of aligning to the Next Generation Science Standards. We continue to use the GLCEs for social studies. This information is shared with parents through the district website and through classroom introductory letters/syllabi/websites.

ASSESSMENTS: We use MEAP, DIBELS, Star, and classroom assessments in the four core content areas. Classroom assessments are aligned with the adopted State Standards. Parent letters explaining the universal screening tools and other assessments are sent to parents along with results throughout the course of the school year. Parents can access classroom assessment results and grades at any time through the web-based Powerschool program.

PROFICIENCY: Parents are provided with results of universal screenings via parent letter. Proficiency levels are displayed in a chart along with their child's results. MEAP and Star results and proficiency levels are described in an accompanying parent letter. Classroom assessments are graded on a Grade-Level grading scale available in the school handbook, posted in classrooms, and available through the web-based Powerschool program.

c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible. [1118 (c) (4) (C)]

Parents are encouraged to attend periodic school improvement meetings as well as parent-teacher conferences. Parent-teacher meetings are held throughout the year either by parent or teacher request. Meeting times are scheduled at the parent's convenience via person to person, phone, or email. Follow-up meetings are generally scheduled after any parent meeting or conference. Formal report cards are sent out at the end of each quarter.

F. If the targeted program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

[1118 (c) (5)]

If there is a parent complaint regarding the targeted plan, the parent will be requested to submit his/her complaint in writing to the building principal who will

share it with the School Improvement Team. If the complaint is not resolved at the building level, the principal will forward it to the superintendent and/or board of education as appropriate.

PART II **REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. [1118 (d) (1)]

The parent compact was originally developed by Title I staff using a prototype from the Michigan Department of Education and samples from other districts. Input for compact revisions has been/is solicited during the annual Title I parent meeting and parent surveys.

Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement; [1118 (d) (2) (A)]

Stambaugh Elementary teachers review the compact with parents during parent conferences. It is also shared annually with both students and parents through the student handbook.

Provide frequent reports to parents on their children's progress; [1118 (d) (2) (B)]and

Quarterly report cards are sent home. State individual MEAP reports and STAR results are sent home. DIBELS results in Reading are sent home three (3) times per year. Parents also have daily access to their child's grades through Powerschool.

Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities. [1118 (d) (2) (C)]

Parents are welcome to contact staff by phone, e-mail, or set to up a meeting. On occasion, parents have an opportunity to volunteer for special activities. Any request by a parent to observe in his/her child's classroom is addressed as appropriate.

BUILDING CAPACITY **REQUIREMENTS** FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) (1)]

During the annual Open House, the school program is highlighted and overall academic expectations are presented to the students and parents. Stambaugh Elementary strives to provide any written communications in parent-friendly, jargon-free language.

b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]

During parent-teacher conferences, teachers give suggestions to parents on how they can assist their children with their learning. For example, parents are provided leveled reading passages and instruction on their use to reinforce fluency skills at home. Other examples include: PTA best practices and trade book resources.

c. Shall educate teachers, pupil services personnel, principals, 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; [1118 (e) (3)]

Beginning during the 2013-14 school year, staff will be given training on parent involvement and its importance to the student's academic achievement. Exploration of the Joyce Epstein or other similar systems will be integrated into School Improvement Plan as Professional Development.

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool

Youngsters, the Parents as Teachers Program, and public preschool and other 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; [1118 (e) (4)]

Community agencies which Stambaugh Elementary coordinates with include, but are not limited to the following: Dickinson-Iron Intermediate School District, NorthStar Health Care System, Dickinson-Iron Health Department (annual flu shot clinic, vision and hearing screening, and other individual services), dental sealant program, Northpointe Mental Health, West Iron District Library, and Fuel-Up Fitness program.

e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]

Stambaugh Elementary coordinates with the Dickinson-Iron ISD to provide translation services to students and/or parents as needed. Stambaugh Elementary consistently strives to provide communication in parent-friendly and jargon-free language.

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request. [1118 (e) (14)]

Parents are always welcome at Stambaugh Elementary. Parents have an opportunity to volunteer for special activities. Any request by a parent to observe in his/her child's classroom is addressed as appropriate.

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents 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. 1118 (f)

Flexibly Scheduled Meetings which accommodate parent schedules and personal needs
Handicap accessible entrances and within building including elevator, bathrooms, and doorways.

When necessary, a translator is provided for either language or physical constraints.
Both legal parents/guardians are provided with the full array of information for their student.

If parent/guardian are cognitively impaired, arrangements will be made to communicate in language that is appropriate to the individual and accommodations such as speaking more slowly and using simpler vocabulary will be utilized.