

Dutton Elementary Parent and Family Engagement Plan

In accordance with The No Child Left Behind Act of 2001 & Every Student Succeeds Act of 2015

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with NCLB Section 1118 and Every Student Succeeds Act Section 1116 activities which are accomplished at **Dutton Elementary** in the ways listed in each section.

ESSA Section	Ways in Which Dutton Elementary Staff Accomplish these Activities
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	An annual meeting is held which includes information for parents on: • Provide an annual school wide Fall Information Presentation with connection to community events (Donuts at Dutton). • The purpose of the meeting will be to share the Targeted Assistance Plan, review the School Family Engagement Policy, and to explain our Title 1 program and how parents can be involved to help their child be successful. • Parents will be notified of the meeting by invitation, email, general education teacher, and/or web newsletter. • Dutton holds 2-3 regular committee meetings to develop and evaluate the effectiveness of the Title 1 program as well as to create/edit/approve Title 1 documents. Parent representatives are a key piece of this team and other parents are encouraged/welcome to join this committee.
1116 (c) (2) Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement	Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged: • Parent Conferences • PTO Activities • Parent Workshops- Reading and Math (held before school parties to increase attendance) • Future parenting tips • Flexible IEP times • Contact with counselors available • Principal will lead trainings before Holiday parties
1116 (c) (3) Involve parents in an organized, ongoing and timely way, in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and schoolwide Plan	Parents are involved in the development of the school improvement plan and Title I Program development in the following ways: • Reviewing the School Family Engagement Policy at Dutton Title 1 Committee meetings. Held 2-3 times per year. • Posting the Family Engagement Policy for parents to review on the website. • Reviewing and distributing grade specific Parent Compacts at the start of the school year or as a student becomes eligible for Title 1 support. • School Improvement Survey is available online to all parents. • Holding a Title 1 meeting at flexible times (2-3 times per year) to review the Title 1 program, Family Engagement Policy and ask for suggestions for improvement. These suggestions will be used to revise the parent school compact and Family Engagement Policy.

	• Expanding all avenues of communication with parents (school newsletter, classroom newsletters, District publications, facebook and our website) to increase parent involvement in the School-Title 1 program • Will continue to provide various Title 1 parent surveys to evaluate and continually improve our Targeted Assistance programming.
1116 (c) (4) (A) Provide parents of Title I children timely information	Parents are provided information regarding the school programs in the following ways: • Parent Orientation Day - Fall Kickoff- Donuts at Dutton • Parent conferences (Fall and Spring--additional conferences upon parent request) • School Newsletters/Teacher emails are sent out every other week. Classroom Newsletters or emails are sent out by the classroom teacher to keep parents informed of key information. This varies in frequency from teacher to teacher and grade level to grade level. • Progress Reports and Report Cards are sent home to families 3x a year. At conferences (fall/spring), parents are provided with iReady reports, Acadience reports, Report Card, and IRP information if the student is receiving intervention in the area of reading. Parents are provided a report card and EOY reports for iReady to end the school year. • District Website – Policy and Compact available on website. • Fall Informational Presentation for Title 1 programs. • Each year, our parents are invited to a variety of workshops to help them support their child. These presentations are throughout the school year on a variety of topics to help support families working with their students at home. • Telephone Calls/E-mail correspondence. • Parent-Student Handbook. • Student progress data shared with parents several times a year (Individual Reading Plan)
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 proficiency levels students are expected to meet	Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: • Report Cards (sent home twice a year) • Parent Teacher Conferences (Fall and Winter, additional conferences available upon request)- Parent Conferences (Fall and Winter)-- additional conferences available upon request • Access to curriculum and the Common Core (math, language arts, writing) are available on the website • WIDA results for ELL students sent to parents • Local assessment information (DIBELS, iReady , district common assessments) shared with parents at conferences • Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. This information will be shared with parents when appropriate • IRP documentation of interventions being used and how often progress monitoring is occurring.

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	Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: • Holding a Title 1 Committee meeting 2-3 times per year at flexible times to review the Title 1 program, Family Engagement Policy and ask for suggestions for improvement. School Improvement Policy has a parent survey opportunity online. These suggestions will be used to revise the Family Engagement Policy when appropriate. • Parent conferences (Fall and Spring-additional conferences upon parent request). • Telephone Calls/E-mail correspondence between parents, teachers and school • IRPs are sent to parents to communicate a student's current academic level, what interventions are occurring and what parents can help with at home.
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 Education Agency	If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments by: • Participating in a Title 1 Committee meeting 2-3 times per year at flexible times to review the Title 1 program, Family Engagement Policy and ask for suggestions for improvement. School Improvement Policy has a parent survey opportunity online. These suggestions will be used to revise the Family Engagement Policy when appropriate. • Parent conferences (Fall and Spring -additional conferences upon parent request) • Telephone Calls/E-mail correspondence between parents, teachers and school
1116 (d) (1) 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	The School-Parent Compact was developed... • The Parent/Teacher/Student compact is developed by Title 1 Committee Team and reviewed annually. This team is made up of Teachers, Intervention Specialist, Title 1 School Community Coordinator, Principal, Reading/Math Interventionists, and parents. The compact is reviewed and given to all parents at the start of the school year or when a child qualifies for Title 1 services. At fall conferences, teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.
1116 (d) (2) (A) Include a schedule for Elementary Parent/Teacher Conferences, at least annually, during which the Compact will be discussed with parents as it relates to the individual child's achievement	The Parent/School Compact will be shared annually at Donuts at Dutton and/or Parent/Teacher Conferences each fall. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school. • Parent Conferences (Fall and Spring)-- additional conferences available upon request • At fall conferences teachers review the Parent/School Compact and document that parents understanding how they can jointly support their child's learning
1116 (d) (2) (B) Provide frequent reports to parents on their child's progress	Student progress is reported to parents in several different ways at a variety of time throughout the school year including: • Report Cards (sent home twice a year) • IRPs are sent home at least 3x a year that shows students current level and grade level expectation. • Additional progress reports available on an as-needed basis

	• Parent Teacher Conferences (Fall and Winter, additional conferences available upon request)
1116 (d) (2) (C) Afford parents of children receiving Title I services, reasonable access to staff, opportunities to volunteer, and participate in their child's class, and observation of classroom activities	School staff ensure parents have access to communicate with them about their child's education in a variety of ways including: • PTO (Parent Teacher Organization) • Many volunteer opportunities (sight words, 1:1 reading, fluency building activities and math games) • Additional progress reports available on an as-needed basis Parent Teacher Conferences (Fall and Spring, additional conferences available upon request)
1116 (d) (2) (D) Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.	School staff ensures regular two-way communication between staff and family by: • Teachers use email and phone message systems for open communication with parents. • Parent Surveys are available with open comment section • Q and A are available after parent trainings with the principal prior to classroom parties. • PTO meeting updates. • IRPs are sent home at least 2x a year. They are emailed home to parents prior to conferences for parents to review. During conferences, the classroom teacher documents strengths/concerns parents may have and turn in a signed IRP to the office. Ongoing conversations via email, phone conversations and face to face meetings are always encouraged and are available upon request. • Fall and Winter parent teacher conferences • Dutton Elementary School values and respects parent involvement in the school community. Parent input is valued and encouraged at Dutton. Staff often attends workshops to implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.
1116 (e) (1) Shall provide assistance to parents 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	School staff annually share the State's content expectations with parents, the state's annual assessment (M-STEP) with parents, and how to monitor their child's progress. • M-STEP results are sent home mid-September each year. • IRP's are sent home at least 2x a year. In the IRP individual student plan, DIBELS and iReady data are shared with parents. The individual student scores are recorded as well as grade level expectation. Progress is tracked every 1-2 weeks for DIBELS, and 3x a year for iReady. • Fall and Winter parent teacher conferences explain the reading plans to parents • To help parents understand Michigan's academic content standards, staff break down the standards into learning targets and share with families at the beginning of the year. • Middle and end of year video is made by the principal highlighting student achievement data and school goals.

1116 (e) (2) Shall provide materials and training to help parents work with their children at home to improve their children's achievement	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: • Kindergarten Orientation District Wide • Parent Workshops • At home strategies mini-lessons before classroom parties • A list of community resources and assistance programs made available to parents as needed (KISD) • School newsletters/Classroom newsletters/District publications • District Website Parent Tab – provides parents with materials and resources to help their child achieve success • IRPs also will include resources for parents to use at home
1116 (e) (3) Shall educate staff in the value and utility of parents' contributions. Staff shall receive guidance in ways to reach out to parents, to communicate with parents, to coordinate and implement parent involvement programs, and to build relationships between the parents and the school	Ongoing professional development for staff on effective ways to increase parent involvement occurs annually. • Staff meetings are utilized to communicate/practice effective strategies (e.g., Thinking Maps, Whole Brain teaching, CKH) that are then emailed out to parents. • Staff will read through family engagement articles and complete thinking routines to increase communication and involvement with parents. • Videos are created and shared with families highlighting instructional practices.
1116 (e) (4) Shall coordinate and integrate parent involvement programs and activities with other programs that encourage and support parents in more fully participating in the education of their children	Coordination with other programs for parent involvement includes: • Transition to Kindergarten: Parents are invited to attend a District Wide Kindergarten Orientation meeting (held near the end of February) • GSRP-Great Start Readiness Program: Preschool program located in our school district that prepares students for Kindergarten expectations. We are excited to have 2 classrooms this year • Spring Family Fun • PTO • T1 Information Presentation
1116 (e) (5) Shall ensure information is shared with parents in a language and format they can understand	Information is shared with parents in a language and format they can understand. Examples include: • Title 1 Compact has been developed with parents • IRPs communicate how students are doing in regards to grade level expectations • Report cards have a standard based 1-4 (K - 4th) reporting scale for proficiency • All communication is translated for parents in the language they request. Translators are also provided for parents during parent teacher conferences. • Graphs and charts, as well as verbal explanations are provided for assessment results. • Information is provided to families free of educational jargon.
1116 (e) (14) Shall provide other reasonable support for parental involvement activities as parents may request	Parents are provided with other reasonable support such as: • Dutton makes every effort to listen and collaboratively work with parent individual needs in order to foster more positive parent involvement. We encourage our parents to play an active role in their child's education.

	• Parents are given the opportunity to attend math and literacy workshop training prior to classroom parties.
1116 (f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children	Staff provide opportunities for full parent participation: • Flexible meeting times • Handicapped Accessible Facilities • Phone Conferences (Bilingual interpreter, as needed, through KISD for all parent contacts) • School Newsletter/Classroom Newsletters/District Newsletters written in a language parents can understand. This is usually done by using Google translate. • Accommodations for Special Needs.