

**Margaret Black Elementary Parent and Family Engagement Plan**  
**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 Margaret Black Elementary in the ways listed in each Section.

<b>ESSA Section</b>	<b>Ways in Which Margaret Black Elementary Staff Accomplish These Activities</b>
<p><b>1116(b)(1)</b> 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>This plan has been jointly developed and updated in the following ways:</p> <ul style="list-style-type: none"> <li>• Parent representative(s) are invited to be members of the school Improvement team by the principal each fall. The principal explains the process for the SIP meetings during a phone conversation, or an in-person meeting with each parent.</li> <li>• The School Improvement team, composed of Title I teacher, other teachers, principal, and parents, who meet monthly, use findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals, annually. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.</li> <li>• Parents are encouraged to share specific input on programming at the annual fall and spring meetings. Sign-in sheets, oral/written feedback, and survey responses are collected and analyzed by the SIP Team to help further develop the plan.</li> <li>• The plan is posted to the school website and reviewed each fall and spring at parent meetings.</li> </ul>
<p><b>1116(c)(1)</b> 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>An annual meeting is held which includes information for parents on their right to be involved:</p> <ul style="list-style-type: none"> <li>• In addition to discussing Title I services during fall Meet the Teacher Night, parents are also invited to an annual Fall and spring meeting, offered at multiple times. Parents are invited by the principal and further encouraged to attend by the Title I teacher and classroom teachers.</li> <li>• At the Title 1 Fall and spring meetings the Parent Compact, Parent Engagement Plan, an overview of Title 1 programing and their right to be involved are presented and discussed. Parents are asked for feedback and suggestions, orally and in survey format.</li> <li>• Upon request, transportation and childcare support can be arranged.</li> </ul>

<p><b>1116(c)(2)</b> Offer flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, childcare, and home visits can be arranged:</p> <ul style="list-style-type: none"> <li>• Meetings are held right after drop-off and right before pick-up, allowing parents to attend at convenient times. There is also an evening option offered for parents who cannot attend during the school day.</li> <li>• Upon request, home visits, transportation, and childcare support can be arranged.</li> </ul>
<p><b>1116(c)(3)</b> Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan.</p>	<p>Parents are involved in the development of the School Improvement Plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> <li>• Parent representative(s) are invited to be members of the School Improvement team by the principal each fall. The principal explains the process for the SIP meetings during a phone conversation, or an in-person meeting with each parent.</li> <li>• The School Improvement team, composed of Title I teacher, other teachers, principal and parents, who meet monthly, uses findings related to the Comprehensive Needs Assessment to complete a final plan alignment to ensure that all data results are aligned with the priority goals, annually. SIP Team leaders communicate with staff at PLC meetings to ensure all stakeholders involved in the process.</li> <li>• Parents are also encouraged to share specific input on programming at the annual fall and spring meetings. Sign-in sheets, oral/written feedback, and survey responses are collected and analyzed by the SIP Team to help further develop the plan.</li> <li>• The plan is posted to the school website and reviewed each fall and spring at parent meetings.</li> </ul>
<p><b>1116(c)(4)(A)</b> Provide parents of Title I children timely information about the Title I Program.</p>	<p>Parents are provided information regarding the school Programs in the following ways:</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Night</li> <li>• Parent Portal</li> <li>• Email/phone calls (as needed)</li> <li>• Schoology (Virtual Platform)</li> <li>• Monthly PTO Meetings</li> <li>• School Agendas</li> <li>• School and classroom websites</li> <li>• Annual fall and spring Title I meetings</li> <li>• Curriculum nights</li> <li>• Parent/teacher conferences</li> <li>• Postings on the school's website</li> <li>• District and Building "Remind" phone messaging system</li> <li>• Title 1 Home/School folders</li> <li>• Title 1 and ELL workshops held throughout the year</li> </ul>

## ESSA Section Ways in Which School Staff Accomplish These Activities

<p><b>1116(c)(4)(B)</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>	<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"> <li>• Annual fall and spring Title I meetings</li> <li>• Meet the Teacher Curriculum Night</li> <li>• Progress reports, report cards, district and state assessment results</li> <li>• Monthly newsletters</li> <li>• School and classroom websites</li> <li>• Parent/teacher conferences</li> <li>• Letters explaining test results</li> <li>• Postings on the school's website</li> <li>• Teacher communication</li> <li>• PTO Meetings</li> </ul>
<p><b>1116(c)(4)(C)</b> 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> <ul style="list-style-type: none"> <li>• During and after, annual fall and spring Title I Parent meetings and workshops, parents are asked for feedback, ideas, and suggestions in both spoken and survey format</li> <li>• Progress reports (Return to school with parent signature / comment area)</li> <li>• Student agendas</li> <li>• Participation in the School Improvement Team</li> <li>• PTO Meetings</li> <li>• Parent/teacher conferences</li> <li>• Annual surveys</li> <li>• Direct communication with the classroom teacher / Title 1 Teacher: email, phone, or in-person</li> <li>• Direct contact with the building principal</li> </ul>
<p><b>1116(c)(5)</b> 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>Parents may submit comments on the plan:</p> <ul style="list-style-type: none"> <li>• During and after, annual fall and spring Title I Parent meetings and workshops, parents are asked for feedback, ideas, and suggestions in both spoken and survey format</li> <li>• Progress reports (Return to school with parent signature / comment area)</li> <li>• Student agendas</li> <li>• Participation in the School Improvement Team</li> <li>• PTO Meetings</li> <li>• Parent/teacher conferences</li> <li>• Annual surveys</li> <li>• Direct communication with the classroom teacher / Title 1 Teacher: email, phone, or in-person</li> <li>• Direct contact with the building principal</li> </ul>

<b>The School-Parent Compact Must:</b>	
<b>1116(d)</b> 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.	Yes
<b>1116(d)</b> Clearly explain district and school goals for students to meet the challenging State academic standards.	Yes
<b>1116(d) &amp; 1116(d)(1)</b> Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction.	Yes
<b>1116(d) &amp; 1116(d)(1)</b> Describe specific ways parents will be responsible for supporting their children's learning.	Yes
<b>1116(d)</b> Describe specific ways students will be responsible for their learning.	Yes
<b>1116(d) &amp; 1116(d)(2)(C)</b> 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.	Yes
<b>1116(d) &amp; 1116(f)</b> Describe how parents and family members are involved in developing and revising the compact.	Yes
<b>1116(d)(1) &amp; 1116(d)(2)(A-C)</b> 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.	Yes

#### **ESSA Section Ways in Which School Staff Accomplish These Activities**

<b>1116(f)</b> Communicate information using family friendly language and format.	Yes
<p><b>1116(e)(1)</b> 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>	<p>Staff provides assistance to parents in understanding of assessments and monitoring their child's progress to improve progress in the following ways:</p> <ul style="list-style-type: none"> <li>• Meet the Teacher Curriculum Night</li> <li>• DRA2, NWEA, WIDA, and M-Step scores provided to parents with an explanation of testing</li> <li>• Parent / Teacher conferences</li> <li>• Annual fall and spring Title I Parent meetings</li> <li>• Title 1 and ELL Parent workshops</li> <li>• Parent booklets and videos regarding report cards and standardized test score interpretation</li> <li>• District website</li> <li>• Direct communication from teachers and/or principal</li> </ul>

<p><b>1116(e)(2)</b> 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>	<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"> <li>• Family Reading, Math and Science Activities Night(s)</li> <li>• Understanding MAP Growth videos on the district website</li> <li>• Schoology training</li> <li>• Title 1 Meetings and workshops</li> <li>• Parent Letters</li> <li>• District website</li> <li>• DRA2, NWEA, WIDA, and M-Step scores provided to parents with an explanation of testing and how to monitor their child's progress</li> </ul>
<p><b>1116(e)(3)</b> 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>	<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"> <li>• Staff Meetings</li> <li>• District Professional Development</li> <li>• District Wide Title 1 Meetings</li> <li>• Best Practice readings from educational journal discussed at staff meetings and Professional Learning Communities</li> </ul>
<p><b>1116(e)(4)</b> 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"> <li>• Programs are built at various buildings and coordinate the GSRP, ECSE, English Learner programs, and other services available at that building to avoid duplication.</li> <li>• All parents are invited to all school-wide events.</li> <li>• Language translation for communication: conferences, phone calls, newsletters, website information, in-person and virtual meetings. (as needed)</li> <li>• Classroom Volunteers</li> <li>• Kindergarten Round-up</li> <li>• District Adult Education</li> <li>• Title 1 and ELL Parent Meetings and Workshops</li> <li>• District and State preschool programs</li> </ul>
<p><b>1116(e)(5)</b> 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"> <li>• Simplified, direct communication</li> <li>• Family Resource Assistant available weekly</li> <li>• Language Acquisition Teacher and Para-professional</li> <li>• Language (including sign language) interpreters</li> <li>• Language Line (on-demand phone interpreter)</li> <li>• Translated district communications in multiple languages</li> </ul>

ESSA Section	Ways in Which School Staff Accomplish These Activities
<p><b>1116(e)(14)</b> 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"> <li>• School counselors</li> <li>• School social workers</li> <li>• Parent / Teacher Conferences with translator (as needed)</li> <li>• Language translation via Parent Liaison, language line, multilingual staff</li> <li>• Special education support staff</li> <li>• Language Acquisition Teacher and Para-professional</li> <li>• Open communication with staff and building principal</li> <li>• Summer learning extension activities and materials</li> <li>• Reading and math materials for home</li> <li>• District website links for community outreach programs</li> <li>• Coordination with Homeless Liaison Office</li> </ul>
<p><b>1116(f)</b> Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> <li>• Parent / Teacher Conferences with flexible times and date choices</li> <li>• Laptops and Hotspots provided for families in need</li> <li>• Language (including sign language) interpreters</li> <li>• Language Line (on-demand phone interpreter)</li> <li>• Translated district communications in multiple languages</li> <li>• District website information translated into multiple languages</li> <li>• Virtual learning and meeting options</li> <li>• Handicap accessible facilities</li> <li>• Homebound services</li> <li>• School Counselors</li> <li>• Transportation assistance (as needed)</li> </ul>