

# Eaton Academy Parent Involvement Plan

In accordance with The No Child Left Behind Act of 2001

Parents, staff, and the building administrator have developed this Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at **Eaton Academy** in the ways listed in each section.

NCLB Section	Ways in Which (Name of School) Staff Accomplish these Activities
<p><b>1118 (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 in the Fall (August or September) which includes information for parents on:</p> <ol style="list-style-type: none"> <li>1) explain what Title I means and the model used in this building</li> <li>2) School Improvement goals</li> <li>3) parent involvement opportunities that accompany each goal</li> <li>4) parent compact is discussed copies are given to those in attendance.</li> </ol>
<p><b>1118 (c) (2)</b> Offer flexible number of meetings at times convenient to parents and provide transportation, child care, or home visits as it relates to parent involvement</p>	<p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:</p> <ul style="list-style-type: none"> <li>• The Title I coordinator provides opportunities for flexible meetings by setting up specific times to speak with parents of students receiving support. At these meetings, the Title I coordinator shares parent resources and instructional support materials. These meetings are held throughout the school day and in the evening.</li> <li>• The PTO and the school maintain a partnership to provide childcare at all parent meetings</li> <li>• Eaton Academy will arrange transportation with a local taxi service in order to support parent attendance at activities and parent meetings.</li> <li>• Eaton Academy holds a literacy event in the evening in which children attend with their families.</li> </ul>
<p><b>1118 (c) (3)</b> Involve parents in an ongoing and timely way in the planning, reviewing, and improvement programs under Title I, including the development of the Parent Involvement Plan and school-wide Plan</p>	<p>Parents are <i>involved</i> 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>• Translators are made available at school activities such as kindergarten orientation, parent teacher conference, and individual education plan meetings as needed. ELL family nights are also held as a resource for ELL families.</li> <li>• School communication is written in English, and Spanish for Spanish-speaking families, and other languages as needed. This includes Title I parent compact, PTO event flyers, and various curricular components.</li> <li>• Shared governing takes place in our building through representation on school improvement team, PTO and through building surveys. The building administrator and teaching staff are readily available to meet with parents regarding decisions related to the education of their children; with the hopes of eliciting suggestions to solidify the home-school connection.</li> <li>• Building survey results are shared with parents and district representative so that there is an awareness of parent feedback and suggestions. We work together to improve our programs.</li> </ul>
<p><b>1118 (c) (4) (A)</b> Provide parents of Title I children timely information</p>	<p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Report Cards</li> <li>• Individual parent/teacher meetings before or after school</li> <li>• Child study team meetings</li> <li>• Two-way communication in agenda books, phone calls and email</li> <li>• School newsletter</li> <li>• Classroom and school newsletters</li> <li>• Flyers and invitations</li> <li>• School website</li> <li>• Notices on curbside Marquis</li> <li>• School calendars</li> </ul>

<p><b>1118 (c) (4) fB)</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</p>	<p>Parents are provided information about the school's curriculum, assessments, and proficiency <i>level</i> expectations in the following ways:</p> <ul style="list-style-type: none"> <li>• School websites</li> <li>• Grade level report cards</li> <li>• Curriculum nights</li> <li>• Parent teacher conferences</li> <li>• PTO meetings</li> <li>• State assessment achievement meetings</li> <li>• Building "positive behavior incentive support" plan</li> </ul>
<p><b>1118 (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>• Teachers responded to parent concerns and/or questions within a timely manner, generally within 24 hours</li> <li>• Parents are invited into classrooms during the school day. This provides them with opportunities to learn more about the curriculum as well as the teaching strategies.</li> <li>• The Title I coordinator provides opportunities for flexible meetings by setting up specific times to speak with parents of students receiving support. At these meetings, they share resources and instructional support materials. These meetings are held throughout the school day.</li> </ul>
<p><b>1118 (c) (5)</b> Ensure that if the school-wide 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</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"> <li>• The school holds a Title I parent informational meeting in the fall.</li> <li>• Childcare is provided by the PTO/school partnership.</li> <li>• An overview of school wide Title I process and the Title I parent compact is given.</li> <li>• Building survey results are shared with parents and district representative so that there is an awareness of parent feedback and suggestions.</li> <li>• The building administrator, Title I coordinator, teachers and parents strive to address all concerns and improve programming.</li> </ul>
<p><b>1118 (d) {1}</b> Jointly, with parents,</p>	<p>The Parent/School Compact was developed...</p> <ul style="list-style-type: none"> <li>• Parents and staff collaborated with the district Title I coordinator to individualize the School/Parent Compact to reflect the needs of Eaton Academy and to make the content accessible to the parent population.</li> <li>• The compact will be reviewed with stakeholders at the annual Title I meeting.</li> </ul>

<p>develop a compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement</p>	
<p><b>1118 (d) (2) (A)</b> 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</p>	<p>The Parent/School Compact will be shared annually at 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.</p> <ul style="list-style-type: none"> <li>• The Title I parent compact is sent home with report cards prior to the fall for parent review.</li> <li>• At the conference appointment, the teacher discusses the compact with parents and parents sign the confirmation letter.</li> <li>• The teacher reviews the report card, indicating academic areas of strength and development.</li> </ul>
<p><b>1118 (d) (2) (B)</b> Provide frequent reports to parents on their child's progress</p>	<p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Report Cards</li> <li>• Individual parent/teacher meetings before or after school</li> <li>• Child study team meetings</li> <li>• Two-way communication in agenda books, phone calls and email</li> <li>• School websites</li> <li>• Classroom and school newsletters</li> <li>• Flyers and invitations</li> <li>• Notices on curbside Marquis</li> <li>• School calendars</li> </ul>
<p><b>1118 (d) (2) (C)</b> 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</p>	<p>School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Parents are regularly invited into classrooms during the school day which provides them with opportunities to learn more about the curriculum as well as the teaching strategies.</li> </ul>
<p><b>1118 (e) (1)</b> 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</p>	<p>School staff annually shares the State's content expectations with parents, the state's annual assessment (MEAP) with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> <li>• The curriculum framework including standards and assessments are the basis of the report card.</li> <li>• Common core state standards are introduced to parents at curriculum night.</li> <li>• Grade specific documents illustrating common core state standards are also available to parents at conferences.</li> <li>• The Academy offers a curriculum open house in the fall for parents to meet the teacher and learn about the curriculum that will be covered for the year.</li> <li>• If a student is enrolled in a classroom after the curriculum open house was held teachers offer the time prepared to have the opportunity to meet and review expectations for the year.</li> <li>• Teachers also offer assistance in understanding the state expectations to presentations at PTO meetings.</li> <li>• Teachers in grades 3 to 8 offer time to review MEAP achievement with students and parents.</li> <li>• Teachers in grades K to 8 offer time to review norm-referenced achievement data from (PST) with students and parents.</li> <li>• Parents are made aware of their child's progress the mid-marking reports, individual parent teacher meetings, two way communications in agenda books, phone calls, emails and report cards.</li> </ul>

<p><b>1118 (e) (2)</b> Shall provide materials and training to help parents work with their children at home to prove their children's achievement</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>• A leveled take-home book program, flashcards and readers are provided to parents.</li> <li>• The Title I coordinator explains to the parents how to use technology to support learning at home.</li> <li>• The academy provides educational resources to parents as needed or requested.</li> <li>• Literacy nights are scheduled annually.</li> </ul>
<p><b>1118 (e) (3)</b> 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</p>	<p>On-going professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> <li>• Following the survey, staff analyzes the data collected and makes a plan to build on strengths and address any areas of concern.</li> <li>• Parents can also bring any concerns to a monthly PTO meeting and contact staff on an individual basis.</li> <li>• There is parent representation on the school improvement team</li> <li>• The school has a school-wide volunteer program where parents can help out in a variety of areas in the school including classrooms other than their own child's class.</li> </ul>
<p><b>1118 (e) (4)</b> 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</p>	<p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> <li>• The Speech and Language Therapist meets with preschool parents and children prior to entering kindergarten</li> <li>• For our incoming kindergarten students parents attend an informal meeting, while the children participate in a literacy activity in the kindergarten classroom.</li> <li>• Parents then join the children in the classroom for the second half of this gathering.</li> <li>• Literacy appointments are scheduled with parent and child with the Title I coordinator, Speech Pathologist and a Kindergarten teacher</li> <li>• Staff conducts literacy interviews with incoming Kindergartners and provides literacy resources for each child and parent.</li> <li>• Summer school recommendations are made for Kindergarten readiness classes.</li> <li>• In approximately eight weeks, parents and children are again invited to attend an open house where curriculum is discussed.</li> <li>• At the end of each school year, all district and county offered preschool and summer programs are sent home for parents' information.</li> <li>• A parent resources are available for parents of preschoolers.</li> </ul>
<p><b>1118 (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>• School communication is written in English, Spanish for our Spanish-speaking families, and other languages as needed. This includes the Title I parent compact, PTO event fliers, and various curricular components.</li> <li>• The ELL translator will be available as needed to make phone and personal contacts to keep them informed.</li> <li>• The information provided to parents is written in easy to understand language to avoid educational jargon.</li> </ul>
<p><b>1118 (e) (14)</b> Shall provide other reasonable support for parental</p>	<p>Parents are provided with other reasonable support such as:</p> <ul style="list-style-type: none"> <li>• The school has set aside money to cover the cost of some parental requests such as gasoline cards.</li> <li>• The school has partnerships with local businesses to donate necessary clothing and groceries on an as requested basis.</li> <li>• The Academy will arrange transportation with a local taxi service as needed.</li> </ul>

<p>involvement activities as parents may request</p>	
<p>1118 (f) 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>• Translators are made available at school activities such as kindergarten orientation, parent-teacher conferences, and individual education plan meetings as needed or requested.</li><li>• ELL family night may be held as a resource for ELL families as needed.</li><li>• Building is handicap accessible for parking and wheelchair entrance.</li><li>• If a parent need arises, resources will be provided through Macomb Intermediate School District.</li><li>• If migratory families are enrolled in the school, strategies are put into place to maintain consistency in the academic program with the new school. Upon reentry, these students are placed back in the homeroom with the same teacher.</li><li>• Teachers and support staff keep a roster of students receiving support services for instructional services.</li><li>• Parents of participating Title I students have access to the district curriculum through the school website. The academic assessments of proficiency levels and the Core Curriculum proficiency are explained on each grade level report card.</li></ul>

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