

# Roguewood 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 Roguewood Elementary in the ways listed in each Section.

<b>ESSA Section</b>	<b>Ways in Which Roguewood Elementary Staff Accomplish These Activities</b>
<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>Describe the development of the Plan, including the stakeholders involved, the steps taken to ensure the Plan is understood, and the process for updating the Plan.</p> <p><u>The Roguewood Elementary Title I Targeted Plan is created through the collaborative efforts of parent and staff feedback. Input from both groups is used to modify the plan annually. The plan is shared with the building PTO as well as at a building staff meeting.</u></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>An annual meeting is held which includes information for parents on:</p> <p><u>Our annual Title I Parent Night is held in October each year.</u></p> <p>How are parents encouraged to attend?</p> <p><u>Parents and families are invited to attend via email as well as verbal reminders. Childcare is provided. A central location in the district is used for the meeting.</u></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>Meetings are offered at times convenient for parents and if needed, transportation, childcare, and home visits can be arranged:</p> <p><u>Title I Night is held in a central location and after work hours based on parent feedback. Childcare is provided for Title I Night. Additional meetings include parent teacher conferences which are set up at the school or held virtually based on when parents are available during the Fall and Spring conference dates. Individual meetings are available by appointment.</u></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	<p>Parents are involved in the development of the School Improvement Plan and Title I Program development in the following ways:</p> <p><u>Roguewood Elementary involves parents in the creating, review and involvement of Title I programming including the Parent and Family Engagement Plan and the Title I Targeted Compacts. Parents are invited to our annual Title I Parent Night in October. Parents attend Fall and Spring parent</u></p>

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and the Schoolwide Program Plan.	teacher conferences. Parents annually participate in an end of year Title I survey.
<b>1116(c)(4)(A)</b> Provide parents of Title I children timely information about the Title I Program.	<p>Parents are provided information regarding the school Programs in the following ways:</p> <p><u>Rockford Public Schools Targeted Assistance Schools use our district Response to Intervention process to identify Tier III/Title I students three times a year in the Fall, Winter, and Spring. We also have a referral process that takes place once each month for students to qualify outside of the universal screening windows. When students are identified they receive a letter of notification, at home parent resources, and copies of the Parent Compact and the Parent and Family Engagement Plan.</u> Parents are also informed about Title I programming at our Title I parent night held each October.</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>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</p> <p><u>Our district Response to Intervention process is shared by electronic letter with all parents each fall, and then additional Title I paperwork follows if their child qualifies to be a Title I student. Parents receive progress reports on their students a minimum of three times a year when progress reports are sent home as well as discussed at conferences twice a year. District assessment information for NWEA and MSTEP are shared with parents via electronic notification and detailed individual test results are shared with parents three times a year for NWEA and annually for MSTEP. In addition, curriculum information is shared on our district web site, during fall open houses, via building newsletters, and classroom newsletters.</u></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>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways:</p> <p><u>The building principal, District Director of Literacy, building Instructional Coach and building interventionists all offer to meet with parents to listen to suggestions and respond promptly. Parents are invited to participate in conferences each fall and spring. Parents are able to make suggestions in the annual end of year Title I Parent survey.</u></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>If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by:</p> <p><u>In addition to the annual end of year Title I Parent survey, parents can contact the principal with any suggestions they may have for improvements of programs. Parents can address concerns during PTO meetings as well as ask questions or share concerns with the classroom teacher, building instructional coach, or interventionists. Contact can</u></p>

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	<p>be made via email, phone calls, Google Meets, parent/teacher conferences, or contact through our district web site. We review the feedback and make revisions at that time, if necessary, for the following school year. Parents also fill out an exit ticket when leaving the Title I Parent Meeting and this information is reflected on to improve programming and build awareness of parent input into the process.</p>
<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 No
<b>1116(d)</b> Clearly explain district and school goals for students to meet the challenging State academic standards.	Yes No
<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 No
<b>1116(d) &amp; 1116(d)(1)</b> Describe specific ways parents will be responsible for supporting their children's learning.	Yes No
<b>1116(d)</b> Describe specific ways students will be responsible for their learning.	Yes No
<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 No
<b>1116(d) &amp; 1116(f)</b> Describe how parents and family members are involved in developing and revising the compact.	Yes No
<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 No
<b>1116(f)</b> Communicate information using family friendly language and format.	Yes No
<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>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> <p><u>Building staff share district curriculum and assessments through See Saw, Schoology, and other district communication portals. Student progress will be shared with individual M-Step and NWEA scores shared directly with parents. In compliance with the Dyslexia Law requirements, we provide Individualized Reading Plans (IRPs) for students scoring below benchmark and share strategies to increase achievement with at home reading packets. Title I Plans and the Parent and Family Engagement Plans will be available on building and/or district web sites. Student achievement is also shared via progress reports three times a year and at Fall and Spring conferences.</u></p>

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<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>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> <p><u>Parent resources and strategies are shared at our Parent Title I Night, Kindergarten Open Houses, grade level curriculum nights, and classroom newsletters. At home reading strategies and activities are sent home when a student qualifies as a Title I student. Depending on the annual Title I budget allocation, parent events may be held in the building to encourage parent participation and increase knowledge of their Title I student learning needs.</u></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>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include:</p> <p><u>Each fall the Director of Literacy meets with the Title I principals, instructional coaches, interventionists, and other staff to update them on current state and federal requirements and best practices for working with family engagement. In addition communication is sent out to Title I staff throughout the year that may include newsletters, articles, or other relevant material to support this knowledge. Staff meeting topics include how to engage families in student learning.</u></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>Coordination with other Programs for parental involvement includes:</p> <p><u>Our school collaborates with district Early Childhood Special Education programs, preschool programs, the Great Start Readiness Program, and kindergarten round up events to assist with transitioning our youngest learners into our Developmental Kindergarten and Kindergarten programs. We work with our Student Services director to support parents with EL, homeless, and foster resources. Our school library has parent resources for parents to check out. The school PTO will have Title I information shared and integrated with other program communications. Parents are involved with fall open houses, parent teacher conferences, classroom performances, and curriculum focused field trips. As a Title I building we often offer parent involvement activities that may include Book Bingo, Math Game Nights, or other learning events depending on Title I budget allocations.</u></p>
<b>1116(e)(5)</b> Shall ensure information is shared with parents in a language and format they can understand.	<p>Information is shared with parents in a language and format they can understand. Examples include:</p> <p><u>Rockford Public Schools offers translation services as needed. We communicate through a variety of means including face-to-face and electronic methods as well as making phone calls home. We partner with the Kent ISD for additional</u></p>



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<b>1116(e)(13)</b> May develop appropriate roles for community-based organizations and businesses in parental involvement activities.	
<b>1116(e)(14)</b> Shall provide other reasonable support for parental involvement activities as parents may request.	<p>Parents are provided with other reasonable support such as: <u>In an effort to provide parents with reasonable support, our school has access to a new and gently used clothing provided by a district Care Closet, we participate in Hand to Hand donations for families in need of weekend meals, provide access to limited free counseling services through district resources, and have a needs grant through our Rockford Education Foundation that can be accessed for the basic needs of any student or his/her family. We send district newsletters advertising these services. We maintain open lines of communication through phone, email, virtual and in person meetings and provide additional supports as it is requested.</u></p>
	<p>How does the school collect this information?</p> <p><u>The parent school compact is collected each year for Title I students. The number of parents who attend parent teacher conferences is also collected twice a year by the district. Attendance is also collected through our student information system and attendance incentives are in place for the building. Parents are encouraged to reach out and contact the building principal, office staff, or teacher at any time to ask questions or inquire about support. In addition to parents reaching out, the teaching staff communicates with families and interventionists and instructional coaches may also reach out to families that possibly need additional support.</u></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>Staff provide opportunities for full parent participation: <u>Rockford Public Schools offers translation services as needed. We communicate through a variety of means including face-to-face and electronic methods as well as making phone calls home. We partner with the Kent ISD for additional resources that our district may not have available. We have a Student Services director who supports our EL and migratory children.</u></p>