



2018-2021 SCHOOL LEVEL PARENT AND FAMILY ENGAGEMENT PLAN

The Title I Parent and Family Engagement section of Every Student Succeeds Act (ESSA), Section 1116(b) requires each school to develop a written parent and family engagement plan that describes the means for carrying out the requirements of Section 1116, subsections (c-f). The school will ensure that parents and families are notified of the plan and that the plan will be:

- presented to parents and families in an understandable and uniform format.
- provided in a language that parents/families can understand.
- developed jointly with and agreed upon by parents and family members.
- distributed to all parents and family members.
- made available to the local community.
- updated periodically to meet the changing needs of parents, family members, and the school.

Thomas A. Edison
Elementary School

Address:

17045 Grand River

Detroit, Michigan 48227

Phone Number:

(313) 852-1066

Website:

<http://detroitk12.org/schools/edison/>





School Advisory Council's Approval of Parent and Family Engagement Plan

A School Advisory Council (SAC) will review and approve the Parent and Family Engagement Plan upon completion. When members change the plan must be revisited, revised (if necessary), and approved as evidenced by signatures and dates.

Principal: Ms. Akeya Murphy

Signature: _____

Date: _____

DFT Representative: Mr. Matthew Tafelsky

Signature: _____

Date: _____

PTA President: Ms. Jaqueline Robinson

Signature: _____

Date: _____

Parent: Mr. Marlon Jones

Signature: _____

Date: _____

Parent: Ms. Stacey Cummings

Signature: _____

Date: _____

Parent: Ms. Lucinda Palmer

Signature: _____

Date: _____

Teacher: Ms. Cassandra Nelson

Signature: _____

Date: _____

Teacher: Ms. Roshena Travis

Signature: _____

Date: _____

Teacher: Mr. John Pierce

Signature: _____

Date: _____

Alumni: Ms. Amelia Humes

Signature: _____

Date: _____

Business and Faith Partner: Dr. Anika Hanson

Signature: _____

Date: _____

Student: Miss Amaris Willson

Signature: _____

Date: _____

Student: Mr. Alexander Golden

Signature: _____

Date: _____

Student: Miss Brianna Brooks

Signature: _____

Date: _____



Plan Involvement	
LEGISLATIVE CITATION	PLAN TO SUPPORT PARENTS AND FAMILIES
<p>The school shall convene an annual meeting, at a convenient time [ESSA, 1116(c)(1)]:</p> <ul style="list-style-type: none"> ▪ which all parents and family members shall be invited and encouraged to attend; ▪ to inform parents and family members of their school’s participation as a Title I school; ▪ to explain the requirements of a Title I Schoolwide Program; and ▪ the rights for parents and family members to be involved. 	<p>Parents and family members will be made aware of the Annual Title I Meeting through:</p> <ul style="list-style-type: none"> ▪ invitations sent home with students, ▪ monthly postings on the school’s calendar, ▪ postings on the school’s marquee, and ▪ postings on the school’s website. <p>The following will be discussed during the Annual Title I Meeting:</p> <ul style="list-style-type: none"> ▪ An overview of a Title I Schoolwide Program and services available. ▪ The Home-School Compact will be revisited and modified, if needed. ▪ The Parent and Family Engagement Plan will be revisited and modified, if needed. ▪ Students will be invited to attend the Annual Title I meeting to become informed about school services. ▪ Parents and family members may meet with teachers and/or administrators to receive answers to questions regarding school procedures after they have been reviewed. ▪ Parents and family members will be informed about curriculum and academic planning. ▪ The Annual Education Report(AER) is discussed and explained to parents and family members. ▪ Michigan’s required assessments and the school’s state and local data points. ▪ Spending of Title I Parent and Family Engagement Funds are also reviewed and discussed.



<p>The school shall offer a flexible number of meetings, such as meetings in the morning or evening [ESSA, 1116(c)(2)].</p>	<p>Parents and family members that are unable to attend meetings shall be invited to submit written questions and concerns that may be addressed during and/or after meetings.</p> <p>When at all possible, meetings will be scheduled on the same day, but at different times, as other evening activities to make it easier for parents and family members to attend.</p> <p>Parents and family members shall be invited and encouraged to attend the following meetings:</p> <ul style="list-style-type: none"> ▪ Open House, ▪ The Annual Title I Meeting ▪ School Improvement Team meetings (meeting times will alternate morning and afternoon), ▪ Parent, Family Member, Teacher Conferences (PFTC), ▪ Parent, Teacher, and Student Association (PTSA) ▪ School Advisory Council (SAC) ▪ Morning and evening workshops ▪ GSRP and Attendance Agent home visits ▪ Resource Coordinating Team Meetings (as pertaining to individual students)
<p>The school shall involve parents and family members, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Schoolwide program, including the planning, review, and improvement of the school’s parent and family engagement plan [ESSA, 1116(c)(3)].</p>	<p>Parent and family members will participate and provide input in, on, or through:</p> <ul style="list-style-type: none"> ▪ School Improvement Team Meetings ▪ PTSA Meetings ▪ School Advisory Council Meetings ▪ Distribution of surveys ▪ The Annual Title I Meeting ▪ Program Evaluations. <p>Each year, amendments shall be made as necessary.</p> <ul style="list-style-type: none"> ▪ All proposed amendments will be presented to the School Improvement Team in writing. Should the majority of the team vote to proceed with the proposed amendment the change will be made and shared with stakeholders. <p>Distribution and notification shall take place during:</p> <ul style="list-style-type: none"> ▪ Open House ▪ Course outlines/syllabi provided to every child, ▪ Progress reports (issued quarterly—four per year)



	<ul style="list-style-type: none"> ▪ Reports cards (issued quarterly—four per year) ▪ Online resources provided through the Michigan Department of Education ▪ Online resources provided through Detroit Public Schools ▪ Common Core State Standards (available online and in print) ▪ Fall parent-family-teacher conferences (PFTC) ▪ Parent friendly written communications ▪ Phone call and emails. <p>Provided in a language parents can understand by ensuring:</p> <ul style="list-style-type: none"> ▪ The parent and family engagement plan is written in a parent-friendly format. ▪ The parent and family engagement plan is translated into other languages, as need. ▪ That one-on-one support is provided, as needed.
<p>The school shall provide parents and family members with timely information about the Title I Schoolwide program [ESSA, 1116(c)(4)(A)].</p>	<p>Parents and family members will be kept abreast through or during:</p> <ul style="list-style-type: none"> ▪ Open House, ▪ Course outlines/syllabi provided to every child ▪ Progress reports (issued quarterly—four per year) ▪ Reports cards (issued quarterly—four per year) ▪ Online resources provided through the Michigan Department of Education ▪ Online resources provided through Detroit Public Schools ▪ Common Core State Standards (available online and in print) ▪ Fall parent-family-teacher conferences (PFTC) ▪ Parent friendly written communications ▪ Phone Call and emails.
<p>The school shall provide parents and family members with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards [ESSA, 1116(c)(4)(B)].</p>	<p>Parents and family members will be provided support in understanding the curriculum, academic assessments, growth measurements, and proficiency levels through:</p> <ul style="list-style-type: none"> ▪ The school’s curriculum portal ▪ PTSA monthly meetings ▪ Parent workshops ▪ Parent Connect ▪ Training and meetings provide by the Parent Room staff ▪ PFTC’s



	<p>The following will be discussed:</p> <ul style="list-style-type: none"> ▪ Grade level expectations and Common Core State Standards ▪ Proficiency levels expected on assessments ▪ Pretest and posttest Assessment Data ▪ Growth targets ▪ iReady Diagnostic ▪ M-STEP (Michigan Student Test of Education Progress) ▪ WIDA (World Class Instructional Design and Assessment)
<p>The school shall provide, if requested by parents and families, 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 practicably possible [ESSA, 1116(c)(4)(C)].</p>	<p>Such requests may be made verbally or in writing:</p> <ul style="list-style-type: none"> ▪ To a representative of the school staff ▪ Individual conferences to be scheduled in accordance with teachers' preparation period ▪ Surveys will be provided for input and feedback ▪ PTSA meetings provide an avenue for such requests ▪ Representation on the School Improvement Team ▪ PFTCs ▪ Phone calls ▪ Frequent communication including written responses and e-mails, and ▪ Suggestions Mailbox in the main office
<p>If the Schoolwide Program Plan under section 1114(b) is <u>not satisfactory</u> to parents and family members, the school shall submit any parent comments on the plan when the school makes the plan available to DPSCD [ESSA, 1116(c)(5)].</p>	<p>Parent and family members comments will be submitted to:</p> <ul style="list-style-type: none"> ▪ Ms. Akeya Murphy, Principal ▪ Ms. Nidia Ashby, Principal Leader



Shared Responsibilities for High Student Academic Achievement	
LEGISLATIVE CITATION	PLAN TO SUPPORT PARENTS AND FAMILIES
<p>The school shall jointly develop with parents and family members a school-parent-family compact that outlines how parents, the entire schools staff, and students will share the responsibility for improved student academic achievement and the means by which the school, parents, and family members will build and develop a partnership to help children to achieve the State’s high standards [ESSA Section 1116(d)].</p>	<p>The Home-School Compact will be developed, revised, and discussed, as needed during:</p> <ul style="list-style-type: none"> ▪ the annual Open House ▪ the Annual Title I Meeting ▪ the School Advisory Council ▪ School Improvement Team Meetings ▪ PTSA meetings ▪ GSRP parent meetings <p>The school will build and develop a partnership with parents and family members by providing input in, on, or through:</p> <ul style="list-style-type: none"> ▪ School Improvement Team Meetings ▪ PTSA Meetings ▪ School Advisory Council ▪ Distribution of surveys during the Annual Title I meeting ▪ PTSA meeting ▪ Family Engagement Surveys ▪ Program Evaluations
<p>The school shall describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in</p>	<p>The school will provide high-quality curriculum and instruction and an effective learning environment by:</p> <ul style="list-style-type: none"> ▪ Providing necessary assistance to parents and family members so that they can help with assignments. ▪ Encouraging students and parents and family members by communicating regularly about student progress. ▪ Contacting parents and family members to convey something positive about students on a regular basis. ▪ Providing high-quality curriculum and instruction. ▪ Ensuring a supportive and non-threatening environment.



<p>decisions relating to the education of their children and positive use of extracurricular time [ESSA 1116(d)(1)].</p> <p>The school shall describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time [ESSA 1116(d)(1)]. Continued</p>	<ul style="list-style-type: none"> ▪ Providing varied learning opportunities for students to enable them to meet academic expectations. ▪ Hold high expectations for all students, believing that all students can learn. ▪ Be available for parent and family conferences. ▪ Make myself and my classroom accessible to parents, encouraging them to arrange visits to the school, and prearranging observations of my classroom. <p>Parents and family members will support their children’s learning by:</p> <ul style="list-style-type: none"> ▪ Ensuring that they attend school regularly and on time. ▪ Supporting school staff in maintaining proper discipline. ▪ Setting aside a specific time for homework and review it regularly. ▪ Providing a quiet place for study. ▪ Encouraging my child’s efforts and be available for questions. ▪ Staying interested in and aware of what my child is learning. ▪ Reading with my child and let my child see me read regularly. ▪ Communicating with my child’s teacher on a regular basis. ▪ Volunteering and participating in the school’s Parent, Teacher, and Student Association (PTSA) ▪ Volunteering and participating in the school’s School Advisory Council (SAC) ▪ Volunteering and participating on the School Improvement Team ▪ Volunteering to help from home and/or visit my child’s classroom as often as possible ▪ Volunteering to chaperone field trips ▪ Volunteering to help with special events at the school ▪ Attending awards and performance ceremonies ▪ Approving of extracurricular activities
<p>The school shall include a schedule for elementary school parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement [ESSA 1116(d)(2)(A)].</p>	<p>The Home-School Compact will be discussed and distributed during the fall PFTC,</p> <ul style="list-style-type: none"> ▪ The School-Parent Compact will be re-discussed at all remaining Parent-Teacher Conferences to ensure maximum understanding by all stakeholders ▪ The School-Parent Compact will also be used on an as-needed basis to reiterate the expectations of all stakeholders.



<p>The school shall provide frequent reports to parents on their children's progress [ESSA 1116(d)(2)(B)].</p>	<p>Frequent reports on student’s progress will be provided through:</p> <ul style="list-style-type: none"> ▪ quarterly progress reports ▪ quarterly report cards ▪ semi-Annual PFTCs ▪ online grade books ▪ emails and written communications ▪ individual conferences upon request
<p>The school shall afford parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [ESSA 1116(d)(2)(C)].</p> <p>The school shall afford parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities [ESSA 1116(d)(2)(C)].</p> <p>Continued</p>	<p>Reasonable Access to Staff through:</p> <ul style="list-style-type: none"> ▪ Individual conferences upon request ▪ PFTCs ▪ Parent-friendly written communications ▪ E-mails and phone calls ▪ School and Class Dojo (online mass communication tool) <p>Opportunities to Volunteer:</p> <ul style="list-style-type: none"> ▪ Parent school and classroom volunteer opportunities ▪ PTSA meetings ▪ School Improvement Team ▪ SAC Meetings ▪ Chaperones ▪ Requests may be made in writing at the main office <p>Observation of Classroom Activities:</p> <ul style="list-style-type: none"> ▪ Reasonable observation of classrooms may be requested, and the building administrator may grant unobtrusive approval.
<p>The school shall ensure regular two-way, meaningful communication between parents, family members and school staff. [ESSA 1116(d)(2)(D)].</p>	<p>Regular two-way, meaningful communication between parents and/or family members, and the school’s staff will take place by:</p> <ul style="list-style-type: none"> ▪ Provide professional development on effective communication skills including skills for effective verbal engagement, active listening, and empathetic responding



	<ul style="list-style-type: none"> ▪ Encourage and promote a sense of care and concern for physical and emotional safety, and the health and well-being of students, staff, and parents ▪ Establish systems of communication that will ensure that all information about policies, procedures, and expectations are available to all parents ▪ Disseminate calendars of school activities to provide notice to parents ▪ Conduct surveys for students, parents, and communities
<p>Building Capacity for Involvement</p>	
<p>LEGISLATIVE CITATION</p>	<p>PLAN TO SUPPORT PARENTS AND FAMILIES</p>
<p>The school shall provide assistance to parents and family members in understanding the challenging State academic standards, State and local academic assessments, the requirements of a Title I Schoolwide Program, and how to monitor a child's progress and work with teachers to improve the achievement of their children [ESSA 1116(e)(1)].</p>	<p>Thomas A. Edison Elementary School will provide assistance to parents through:</p> <ul style="list-style-type: none"> ▪ the Annual Title I Meeting ▪ the annual Open House ▪ question and answer sessions during PTSA meetings ▪ parent workshops ▪ Scheduled conference ▪ Telephone and email ▪ School and Class Dojo ▪ PFTCs.
<p>The school 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 including education about the harms of copyright piracy, as appropriate, to foster parent involvement [ESSA 1116(e)(2)].</p>	<p>This will be done during:</p> <ul style="list-style-type: none"> ▪ the Annual Open House, ▪ the Annual Title I Meeting ▪ PFTCs, ▪ Email and Class Dojo ▪ PTSA meetings, and ▪ parent workshops
<p>The school shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family</p>	<p>Assistance will be provided under the leadership of Thomas A. Edison Elementary School administrators, and through a shared effort of staff. This will occur during/through:</p> <ul style="list-style-type: none"> ▪ Professional developments (county, district, and school-based) ▪ Weekly staff meetings ▪ PTSA meetings



<p>members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parent and the school [ESSA 1116(e)(3)].</p>	<ul style="list-style-type: none"> ▪ SAC Meetings ▪ SIP Meetings ▪ One-to-one conferences with principal and staff, and ▪ Written communications from administrators to staff
<p>The school shall, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children [ESSA 1116(e)(4)].</p>	<p>Parents shall be involved in all aspects of Thomas A. Edison Elementary School, including, but not limited to:</p> <ul style="list-style-type: none"> ▪ School Improvement Team ▪ PTSA meetings ▪ Workshops ▪ SAC Team ▪ School/Class Volunteer ▪ Preschool transition program, and ▪ Extra-curricular activities, teams, and clubs
<p>The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand [ESSA, 1116(e)(5)].</p>	<p>Thomas A. Edison Elementary School shall provide:</p> <ul style="list-style-type: none"> ▪ Interpretation/translation ▪ Printed communications in larger print ▪ Auditory communications ▪ Workshops in various languages as needed ▪ Parent-friendly communications including, charts, and graphs ▪ Phone call and parent friendly emails ▪ Other accommodations as are needed and deemed feasible
<p>The school shall provide such other reasonable support for parental involvement activities under this section as parents may request [ESSA, 1116(e)(14)].</p>	<p>Thomas A. Edison Elementary School shall provide:</p> <ul style="list-style-type: none"> ▪ Academic programs and workshops for parents ▪ Technology support services offered by school and staff ▪ Volunteer services are offered to parents ▪ Community referrals and local services are rendered through school by local agencies ▪ Support from the PTSA (They work closely with school and community to help support academic success for all students.)



	<ul style="list-style-type: none"> ▪ Additional reasonable support will be provided upon request.
<p>Accessibility</p>	
<p>The school, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) [ESSA, 1116(7)(f)].</p>	<p>Upon enrollment, Thomas A. Edison Elementary School will inquire about parental needs (i.e. parents with disabilities, homeless, ESL, migratory, etc.) and provide support as needed. Specific needs will be addressed as below and individualized parent and family member conferences will be available upon request.</p> <p>User Friendly:</p> <ul style="list-style-type: none"> ▪ Materials and reports will be in a parent and family member friendly format. ▪ Overall student achievement data for standardized tests will be posted throughout building in the form of graphs, charts and native language(s). ▪ Parent Connect provides reports, data that is available in a user-friendly format. <p>Limited English:</p> <ul style="list-style-type: none"> ▪ Reports are in a parent-friendly format in multi-languages. ▪ ELL, ESL parents can request an interpreter if needed during meetings or designated time. ▪ Parents are invited to participate in workshops offered in Parent Rooms, that may include ESL classes (English Second Language); ▪ The district provides translation tools on the website. ▪ Standardized Testing and Score Reports for LEP (Limited English Proficiency) parents are available in a 2nd language. ▪ Technology assistance such as laptops, internet accessibility in Parent Rooms, and ESL software. <p>Parents with Disabilities:</p> <ul style="list-style-type: none"> ▪ Parents with Physical Disabilities can gain easy access through separate handicap entry door in building and in some classrooms. ▪ Parents with disabilities will be provided with support offered by the school’s Counselor and Parenting Network Services <p>Migratory/Homeless Issues:</p>



	<ul style="list-style-type: none">▪ Parents of migratory/homeless children are provided services from designated staff the Counselor’s Office or through the Department of Human Services.▪ Parents are invited to participate in workshops offered by the School or Parent Network on Migrant Family Education programs, Translations of documents and ELPA Reports. <p>Literacy Issues:</p> <ul style="list-style-type: none">▪ Technology assistance such as laptops and ESL software.▪ Parents with literacy issues are provided services from designated staff in an designated room or through the Department of Human Services
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